ED 414 404 AA 001 292

Resources in Education (RIE). Volume 33, Number 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 414 405 CE 071 922

Bloem, Patricia L., Comp.; Padak, Nancy D., Comp.
Recommended Trade Books for Adult Literacy Programs: Annotated Bibliography with Teaching Suggestions. Part II.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 96
NOTE- 96p.; For part I, see ED 381 672; for part three, see CE 075 499.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Annotated Bibliographies; Classroom Techniques; High Interest Low Vocabulary Books; High School Equivalency Programs; Learning Activities; *Literacy Education; Readability; Remedial Reading; Teaching Methods

Supplementing a guide published in 1995, this annotated bibliography contains 80 one-page listings of books for adult learners in adult basic education (ABE) and General Educational Development (GED) programs. Arranged in alphabetical order by author, each listing includes the following: title, author's name, illustrator's name, date of publication, publisher, city of publication, ISBN number, type, rating as decided by at least three reviewers, whether pictures are included, reading level, rural or urban, themes, summary, and teaching ideas. Books are also listed according to the following themes: African American experience; Appalachia; architecture; communities and change; death; family; farm life; history of Ohio; history of the United States; history of the world; humor; immigration; music; reminiscences; science; tales; war;

ED 414 423 CE 075 313

Florida's Student Development Program. A Framework for Developing Comprehensive Guidance and Counseling Programs for a School-to-Work System.
PUB DATE- 96
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Development; Cooperative Programs; Curriculum; *Curriculum Development; *Education Work Relationship; Elementary Secondary Education; *Pupil Personnel Services; School Business Relationship; School Community Relationship; *School Counselors; *School Guidance; State Curriculum Guides; *Student Development
IDENTIFIERS- *Florida

This guide proposes a model comprehensive student development program that complements Florida schools of tomorrow as envisioned in "Blueprint 2000." The proposed program shows how school guidance and counseling plays an integral role in facilitating the development of the knowledge, competencies, skills, and personal habits that will enable each student to become a productive citizen. The model emphasizes the following: collaboration among school and business, a prevention orientation, an outcome-oriented student development curriculum, an accountability system, and articulation with business and community. Seven program goals, with performance indicators, define the fundamental objectives of the student development program. A student development curriculum, integrated into the traditional curriculum, is introduced with measurable student outcomes in academic achievement, career development, personal and social development, and community involvement. The proposal demonstrates how each of the goals of the student development curriculum relates to and enhances the attainment of the 10 student performance standards in Goal 3 of "Blueprint 2000." A description of program management is provided, along with potential student and program interventions and a five-step process for program development. Appendixes include representative program objectives and indicators and performance indicators for each of the student outcomes, and a bibliography listing 93 references related to "Blueprint 2000" goals. (KC)

ED 414 424 CE 075 314

Getting Parents Involved in School-to-Work. A Resource Guide.
PUB DATE- 96
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citations (References); *Education Work Relationship; *Educational Resources; Elementary Secondary Education; Parent Influence; *Parent Participation; *Parent Role; *Parent School Relationship; Partnerships in Education; Postsecondary Education; Special Education; Special Needs

ED 414 443 CE 075 358

Brock, Thomas; Doolittle, Fred; Fellerath, Veronica; Greenberg, David H.; Hollister, Robinson G., Jr.; Wiseman, Michael
Creating New Hope: Implementation of a Program To Reduce Poverty and Reform Welfare.
SPONS. AGENCY- Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Wisconsin State Dept. of Workforce Development, Madison.; Helen Bader Foundation, Milwaukee, WI.
PUB DATE- 97
NOTE- 328p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Case Studies; Comparative Analysis; *Demonstration Programs; Employment Patterns; Employment Programs; Pilot Projects; *Poverty Programs; Program Costs; Program Effectiveness; Program Evaluation; Program Implementation; Salary Wage Differentials; Tables (Data); Vocational Education; *Welfare Recipients
IDENTIFIERS- *Community Service; Welfare Reform; *Welfare to Work Programs; Wisconsin (Milwaukee)

The New Hope Project in Milwaukee, Wisconsin, was developed to reduce poverty and reform welfare by providing adults who are willing to work least 30 hours per week with the following: help obtaining a job, including time-limited, minimum wage community service jobs (CSJ) if full-time employment was not otherwise available; a monthly earnings supplement that raised most participants' income above the poverty level; subsidized health insurance; and subsidized child care. New Hope's context, implementation, impacts on key outcomes, and costs were assessed through an independent evaluation based on a treatment-control group design. During the year following random assignment to the New Hope program, approximately three-fourths of applicants accepted into the program worked full time and claimed a program benefit. Of the 24% of New Hope participants who took a CSJ job, approximately 60% eventually entered full-time employment. (Fifty-eight additional tables/figures are included. Appended are the following: data sources; a list of donors for the pilot and full programs; design of the New Hope benefits package; methodology of the New Hope neighborhood survey; selected characteristics of the New Hope full sample at random assignment; selected results of the MacArthur Child and Family Study; and 22 additional tables/figures. The bibliography lists 43 references.) (MN)

ED 414 444 CE 075 359

Miller, Cynthia; Knox, Virginia; Auspos, Patricia; Hunter-Manns, Jo Anna; Orenstein, Alan
Making Welfare Work and Work Pay: Implementation and 18-Month Impacts of the Minnesota Family Investment Program.
SPONS. AGENCY- Ford Foundation, New York, NY.; Minnesota State Dept. of Human Services, St. Paul.; Department of Agriculture, Washington, DC.; Department of Health and Human Services, Washington, DC.; McKnight Foundation, Minneapolis, MN.; Northwest Area Foundation, St. Paul, MN.
PUB DATE- 97
NOTE- 330p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

ED 414 462 CE 075 382

Taylor, Maurice
Transfer of Learning: Planning Effective Workplace Education Programs = Transfert d'apprentissage: La Planification de programmes d'education efficaces en milieu de travail.
PUB DATE- 97
NOTE- 69p.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Corporate Education; Employer Employee Relationship; Foreign Countries; French; Industrial Training; *On the Job Training; Organizational Change; *Organizational Climate; Program Design; Program Development; Program Effectiveness; *Staff Development; *Transfer of Training

Given the centrality of the topic of transfer of learning to so many areas of workplace education, this discussion paper (in both English and French versions) draws together research results and practical techniques to help practitioners in the field. Part 1 defines transfer of learning. Part 2 describes factors that influence the transfer of learning. It considers barriers identified by research: lack of reinforcement on the job in applying training to the job; interference by the immediate environment; lack of active support by the organizational climate; poor timing of training; unfocused learning objectives; establishment of rewards; program participants' perceptions; program design and content; changes required to apply learning; and organizational context. Part 3 discusses integrating learning transfer into program planning. These areas are considered: when barriers to learning transfer usually arise; who is primarily responsible for the barrier; and how learning transfer can be facilitated. Part 4 suggests more than 30 strategies to enhance the transfer of learning. The techniques are organized around the three major periods of the training process--before, during, and after--and the program participants who have an opportunity to strengthen the transfer process---workplace instructor, trainee, and supervisor. A table summarizes all the learning techniques. (Contains 22 references.) (YLB)

ED 414 463 CE 075 383

Taylor, Maurice
Test Review: Workplace Assessment Tools = Examen de divers tests: Outils d'evaluation en milieu de travail.
PUB DATE- 97
NOTE- 102p.
LANGUAGE- English; French
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

ED 414 480 CE 075 416

Rossing, Rainer C.
Parameters for an Effective Entrepreneurial, Regional, Hotel/Restaurant Management Training Program in Manitoba, Canada.
PUB DATE- 97
NOTE- 222p.; Master's Thesis, University of Manitoba. Some pages contain light type.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Administration Education; Community Colleges; Cooks; *Dining Facilities; Educational Research; Employment Potential; *Entrepreneurship; Food Service; Foreign Countries; Hospitality Occupations; *Hotels; *Job Skills; Literature Reviews; *Program Design; Program Development; Tourism; Two Year Colleges; Waiters and Waitresses
IDENTIFIERS- Manitoba

Owners or managers of 34 small and medium-sized hotels and restaurants in the Assiniboine Community College area were interviewed to acquire information for an entrepreneurial, regional hotel and restaurant (H/R) management training program in Manitoba. A literature review revealed the following: employability, vocational technical, and business knowledge and career skills were required for a successful H/R manager; suitability and prerequisite work experience were areas of concern; a generalist versus sector specialist was preferred; a regional and national emphasis, globalization, language, and gender issues were important; and there were strong arguments in favor of linkages with local or regional industry and the concept of mentorship. The following employability skills were important in decreasing order: personal behavioral, teamwork, and academic. In decreasing order, important vocational technical skills were as follows: cooking, dining room service, front office, housekeeping, bartending, and computer skills. These H/R and business career competencies were important in decreasing order: FoodSafe program, train the trainer, food and beverage control, marketing and sales, accounting, and management. The following recommendations were made: prior work experience in the H/R industry before admittance into a management training program; a national program focus; and a program that equipped students with multiple skills. (Appendixes contain 124 references, interview instrument, and skill profiles.) (YLB)

ED 414 481 CE 075 419

Gerrish, Kate; McManus, Mike; Ashworth, Peter
Levels of Achievement: A Review of the Assessment of Practice. Researching Professional Education. Research Reports Series Number 5.
PUB DATE- 97
NOTE- 103p.; A separately published volume of "Research Highlights" with the same title containing an abstract of the project, the method and major findings is attached.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Certificates; Evaluation Methods; Foreign Countries; Graduate Study; *Nursing Education; *Obstetrics; *Performance Based Assessment; *Portfolio

ED 414 498 CE 075 466

Vocational Education and Training Reform in Latvia.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Counseling; Career Guidance; Continuing Education; Developing Nations; *Educational Development; Educational Needs; Equal Education; Foreign Countries; International Cooperation; *International Educational Exchange; *Job Training; Marketing; *Needs Assessment; Postsecondary Education; School Business Relationship; Secondary Education; Sex Discrimination; Teacher Education; *Vocational Education
IDENTIFIERS- *Latvia

This report on vocational education and training (VET) reform in Latvia is one of a series of country reports by the European Training Foundation on the reform process in partner countries. Chapter 1 provides basic data on the country. Chapter 2 describes the present situation and recent developments in VET. It covers main features of the educational system, strategic objectives for VET, and legislative framework. It looks at developments in these areas: administrative structure and decentralization; finance; adaptation of training to changes in the economy and society; identification of skills needs; quality standards and qualifications; promotion of continuing VET; social partners; involvement of enterprises in VET; equal opportunities; access to training; and vocational guidance and counseling. Chapter 3 describes international assistance and cooperation, including the European Union's Phare (VET reform) and Leonardo programs. Chapter 4 covers these challenges and further needs: skills needs analysis, institutional arrangements, and qualifications and training methods. Chapter 5 suggests these priorities for further assistance: reinforced legal framework for VET; VET research network; social partner involvement; restructuring of the rural network of VET schools as "integrated institutions"; national guidance and counseling system; and a national standards system. Appendixes include key indicators, VET system diagram, legislative framework, responsible bodies, and international assistance. (YLB)

ED 414 499 CE 075 467

Vocational Education and Training Reform in Poland.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Counseling; Career Guidance; Continuing Education; Developing Nations; *Educational Development; Educational Needs; Equal Education; Foreign Countries; International Cooperation; *International Educational Exchange; *Job Training; Marketing; *Needs Assessment; Postsecondary Education; School Business Relationship; Secondary Education; Sex Discrimination; Teacher Education; *Vocational Education
IDENTIFIERS- *Poland

This report on vocational education and training (VET) reform in Poland is one of a series of country reports by the European Training Foundation on the reform process in partner countries. Chapter 1 provides basic data on the country. Chapter 2 describes the present situation and recent developments in VET.

ED 414 517 CG 027 044

Schulz, William E.
Evaluating Career Counseling Centers: A Collaborative Approach: ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Counseling; Career Development; Career Education; Career Guidance; Careers; *Counseling Services; Counseling Techniques; Counselor Performance; *Evaluation Criteria; Foreign Countries; Institutional Evaluation; *Program Evaluation; Vocational Education
IDENTIFIERS- Canada; ERIC Digests

Professional evaluation of career counseling programs is becoming increasingly important as funding becomes more limited and accountability more pervasive. This digest describes a Canadian approach used by an outside team to evaluate seven small career counseling programs. Evaluators addressed two basic goals: appraise the effectiveness and efficiency of the services; and suggest areas of improvement and identify areas where initiatives had been taken. Eight areas were identified for review: (1) client inventories and record keeping; (2) service needs determination; (3) leadership, planning and organization; (4) client perception of employment coordination and counseling; (5) liaison with referral agencies; (6) individual and group counseling; (7) employment success rate; and (8) additional services and innovations. To decrease anxiety of the stakeholders in the centers, a collaborative approach was adopted. The evaluation then followed an eight-step procedure. The key element was a 2- to 3-day on-site visitation by the review team. Several activities were used to foster a spirit of constructive feedback. Most of the counselors wanted an evaluator present at a counseling session who could then offer suggestions. Several hours were used at the end of the on-site visit to summarize desired outcomes. The collaborative approach was found to be effective because of resulting cooperation of counselors. (RJM)

ED 414 518 CG 027 045

Hutchinson, Nancy L.
Performance Assessments of Career Development: ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescents; Ancillary School Services; Canadian Studies; *Career Counseling; *Career Development; Career Education; Career Guidance; Counseling Services; Counseling Techniques; Counselor Evaluation; Evaluation; *Evaluation Criteria; Foreign Countries; Institutional Evaluation;

ED 414 536 CG 028 196

Shermis, Mark D.; Mzumara, Howard; Brown, Mike; Lillig, Clo
Computerized Adaptive Testing through the World Wide Web.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; Adolescents; *Computer Assisted Testing; High Schools; Higher Education; *Predictor Variables; *Student Placement; *World Wide Web
IDENTIFIERS- Remote Scoring (Tests)

An important problem facing institutions of higher education is the number of students reporting that they are not adequately prepared for the difficulty of college-level courses. To meet this problem, a computerized adaptive testing package was developed that permitted remote placement testing of high school students via the World Wide Web. The rationale for developing the project, how the programming was formulated, implementation and security issues, and preliminary data on student performance/reactions to the testing are presented in this report. The sample for the study consisted of 223 high school students from a suburban school district. Seventy-two percent of the students were juniors--grade point averages ranged from 1.5 to 4.0 (on a four-point scale). Three placement tests (a holistically scored writing sample, a reading test, and a math placement exam) were adapted for administration over an Internet link. Results show that student performance and perceptions of the math and writing tests were generally positive. Plans are underway to use a computerized writing evaluation program to assess written essays and to project what a student's performance might be one or two years into the future. (RJM)

ED 414 537 CG 028 197

Sharpes, Donald K.
Adolescent Self-Concept among International Native Populations.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Development; Adolescents; American Indians; Comparative Analysis; Cross Cultural Studies; Foreign Countries; *Genetics; *Indigenous Populations; Secondary Education; *Self Concept; Sociocultural Patterns
IDENTIFIERS- Han (Chinese People); Kazakhs

Most researchers continue to assume that one's self-concept is primarily governed by environmental determinants despite abundant evidence of the strong influence of genetic heritability. Ways in which the self-concept is developmental in the organism, particularly how adolescents' perceptions of personal, relational, and academic self-identity occurs uniformly across cultures and environmental circumstances, are explored in this paper. The study assumes that self-concept is both a part of the cognitive structure and is a construct of personality. Data were collected from a validated survey instrument (translated from English into Chinese and Russian), and self-reported perceptions of individual self-concepts were drawn from 301 Chinese, 105 Kazakh, and 75 American Indian adolescents. Results indicate a high uniformity among native

ED 414 556 CG 028 220

Hettich, Paul
Epistemological Perspectives on Cognitive Development in College Students.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, 'Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; *College Students; *Epistemology; Higher Education; Intellectual Development; Sex Differences; Student Attitudes; Student Development; Thinking Skills
IDENTIFIERS- Perry (William); *Womens Ways of Knowing

Seldom are college students introduced to theories that describe how they and other students change intellectually during their college years. Two epistemological perspectives on cognitive development in college students and how they can be presented to students are examined in this paper. The first perspective is William Perry's forms of intellectual and ethical development, which was based on white middle and upper class American college students. Three clusters of students were identified by Perry: Dualism, students who organize their thinking into discrete dichotomies; Relativism, students who recognize that knowledge, opinions, and value are relativistic and contextual; and Commitment, where students make choices about their values, careers, relationships, and other matters. The second perspective, devised by Belenky, Clinchy, Goldberger, and Tarule, is called Women's Ways of Knowing. This orientation was based on interviews with 135 women of widely different ages, circumstances, and background. Participants' "ways of knowing" were grouped into five categories: Silence, Received Knowledge, Subjective Knowledge, Procedural Knowledge, and Constructed Knowledge. An overview on each of these categories is offered here. It is argued that both Perry and Belenky et al. place differences in students' assumptions about knowing on a continuum where reliance on authority, certainty of knowledge, and individual agency are the key variables. (RJM)

ED 414 557 CS 012 980

Taher, Bonnie
L Is for Literacy, L Is for Love: An Update on Early Reading Programs in Six Colorado Schools.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; Community Involvement; *Early Intervention; *Instructional Effectiveness; *Literacy; Parent Participation; Primary Education; Program Descriptions; *Reading Programs; Reading Research
IDENTIFIERS- *Colorado

This booklet describes early reading programs in six different elementary schools in Colorado that share the same goal--all children must be fluent readers and writers by the time they

ED 414 576 CS 216 093

Tompkins, Gail E.
50 Literacy Strategies: Step by Step.
PUB DATE- 98
NOTE- 130p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Classroom Techniques; Educational Games; Elementary Education; Instructional Improvement; *Language Arts; *Learning Activities; Literacy; Methods Courses; Middle Schools; Reading Skills; *Reading Strategies; Reading Writing Relationship; Teacher Education; Thematic Approach; Writing Skills; *Writing Strategies

Intended as a resource for elementary and middle school teachers for use in literature focus units, reading and writing workshop, or thematic units, this book contains new instructional strategies such as interactive writing, story retelling, and word sorts. The book offers a grid recommending the most appropriate usage for each strategy, including grade levels and whether recommended for individuals, small groups, or the entire class. Following the grid, the instructional strategy is described briefly and its benefits explained. The book next lists the steps in using that specific strategy. It provides applications and examples describing ways experienced teachers have used the instructional procedure. Representative of the 50 concise strategy sections are those on alphabet books; choral reading; data charts; language experience approach; literature circles; open-mind portraits; readers theatre; reading logs; shared reading; sketch-to-stretch; and writing groups. Strategies are arranged alphabetically and numbered for easy reference, and procedures necessary to implement the strategy effectively and quickly are included in the easy-to-use format. The spiral bound book facilitates photocopying using the 10 black-line masters provided for topics ranging from anticipation guides and double-entry journals to rubrics and Venn diagrams. The book can be used as a supplementary textbook in any reading, literacy, or language arts methods course. (CR)

ED 414 577 CS 216 094

Chapman, David W.
WAC and the First-Year Writing Course: Selling Ourselves Short.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Freshman Composition; Higher Education; Instructional Improvement; Interdisciplinary Approach; Teaching Methods; *Writing Across the Curriculum; Writing Improvement; *Writing Skills

ED 414 596 CS 216 116

Tracey, Karen
Teaching Freshmen To Understand Research as a Process of Inquiry.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative an[illegible]pport Staff, and for Teachers, Parents, Clergy, etc. in No[illegible]ssroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; *Freshman Composition; Higher Education; *Inquiry; Learning Strategies; Research Methodology; *Research Skills; *Student Projects; *Student Research; Writing Improvement
IDENTIFIERS- Writing Tasks

Freshmen often approach research papers by selecting a "giant topic" and going to the library to confront swamps and mountains of resources. A different approach to teaching research is designed to help students begin to shift the often counter-productive paradigm under which they operate. The classroom strategy proposed is 3-fold. Rather than beginning from abstractions, students begin with specific texts about which they generate questions, from which more questions develop and more substantial research projects emerge. If students begin with questions rather than with topics, then they may begin to emulate research as it is truly undertaken by people who use it for their own purposes. Students are asked to read and respond to texts by asking questions about those texts. Questions may be about the literature, the author, the history or culture surrounding the text, or the history or culture surrounding the readers of the text. Students then give a brief 5-part report from one of the questions. From this grows the final part of the process, the research paper itself. With this method, students approach the more substantial and complex research project with better focused ideas and questions and more confidence in their research abilities. (CR)

ED 414 597 CS 216 117

Martin, Eric V.
More Than "Just" Assessing: A Discussion of Questions, Concerns, and Complications Related to Portfolio Evaluation.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; Discourse Analysis; Discourse Modes; Evaluation Methods; *Freshman Composition; Higher Education; *Portfolio Assessment; Portfolios (Background Materials); *Writing Evaluation; Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- Academic Discourse; *Writing Contexts; *Writing Tasks

A study examined: (1) first-year college students and their

ED 414 615 EA 028 349

Irmsher, Karen
School Size. ERIC Digest, Number 113.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cost Effectiveness; *Educational Environment; Elementary Secondary Education; Enrollment; *Outcomes of Education; School Culture; *School Size; *Small Schools; *Student Participation
IDENTIFIERS- ERIC Digests

The decades following the 1960s saw an increase in the size of American schools and classrooms. However, recent research indicates that large schools do not work for minority and low-income students, tend to hurt attendance and student participation, and are not necessarily cost efficient. This digest summarizes the results of various studies that examined whether large schools have produced greater academic success at a lower cost; the ways in which small schools benefit students, parents, and teachers; and the need for establishing a collective school identity in conjunction with downsizing. Education experts recommend an enrollment of anywhere from 300 to 900 students and that schools-within-schools are a first step toward restructuring. (Contains 9 references). (LMI)

ED 414 616 EA 028 589

Munn, Pamela; Cullen, Mairi Ann; Johnstone, Margaret; Lloyd, Gwynedd
Exclusions and In-school Alternatives. Interchange No. 47.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Problems; *Discipline Policy; *Discipline Problems; Elementary Secondary Education; *Expulsion; Foreign Countries; *In School Suspension; Student Attrition; Student Behavior; *Suspension
IDENTIFIERS- *Scotland

In the United Kingdom, exclusion from school is the most serious sanction a school can use in response to disruptive behavior. There has been continuing concern about the rising numbers of exclusions in the United Kingdom as a whole; however, little has been known about the situation in Scotland. This report presents findings of a study that investigated student exclusions in Scotland. The research sought to map Regional Authority policies, describe the characteristics of a sample of excluded pupils, investigate perceptions of exclusion and of in-school alternatives, and provide guidance on best policy and practice. During 1994-96, data were gathered through analysis of Regional Authority policy documents, telephone interviews with senior education officers, a telephone survey of 176 headteachers, and case studies of 8 secondary and 4 primary schools. Findings indicated that excluded pupils were treated

ED 414 634 EA 028 810

Impact of the Civil Rights Laws.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; *Civil Rights Legislation; Constitutional Law; Educational Discrimination; Elementary Secondary Education; *Equal Education; Equal Facilities; Higher Education; Minority Groups; *Racial Discrimination; *Sex Discrimination
IDENTIFIERS- Age Discrimination Act 1975; Americans with Disabilities Act 1990; Civil Rights Act 1964 Title VI; Rehabilitation Act 1973 (Section 504); Title IX Education Amendments 1972

In the last 3 decades, Congress has enacted a number of civil rights statutes prohibiting discrimination in educational programs and activities receiving federal financial assistance. These statutes are: Title VI of the Civil Rights Act of 1964 (prohibiting race, color, and national origin discrimination); Title IX of the Education Amendments of 1972 (prohibiting sex discrimination); Section 504 of the Rehabilitation Act of 1973 (prohibiting disability discrimination); Title II of the Americans with Disabilities Act 1990 (prohibiting disability discrimination by public entities); and the Age Discrimination Act of 1975 (prohibiting age discrimination). This publication provides information about the impact of the civil rights laws, along with other efforts at the national, state, and local level, in bringing about equal access and opportunity for all students. It presents statistics that show progress toward removing racial, gender, disability, and age barriers to educational opportunity. (LMI)

ED 414 635 EA 028 811

Boutwell, Clinton E.
Shell Game: Corporate America's Agenda for Schools.
PUB DATE- 97
NOTE- 361p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Economic Development; *Education Work Relationship; Educational Change; Elementary Secondary Education; *Employment Opportunities; Higher Education; Job Development; Job Layoff; *Labor Economics; *Labor Force Development; Organizational Development; Productivity; *School Business Relationship; Structural Unemployment

Unless there is a fundamental change in business practices and the education system, millions of American university and high school graduates will be unable to find challenging, well-paying work. The dilemma is that there are many well-qualified graduates and too few jobs. This book explores a number of critical issues for today's schools and tomorrow's work force: With too few decent job opportunities, how can education be an advantage? Is the whole push for greater numbers of "high-tech, high-skill" workers a fraud? To meet new standards of performance and expectations, high schools will need a complete metamorphosis. Chapter 1 discusses the causes of the jobs

ED 414 655 EA 028 843

Erlandson, David A.; Zellner, Luana J.
Leadership Laboratories: Professional Development for the 21st Century.
PUB DATE- 97
NOTE- 27p.; Appendices contain filled print. Paper presented at the Annual Meeting of the University Council for Educational Administration (Orlando, FL, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; *Educational Administration; Educational Planning; Elementary Secondary Education; Higher Education; Interprofessional Relationship; *Leadership Training; Management Development; Mentors; Performance; *Principals; *Professional Development; Professional Development Schools; Program Effectiveness; Self Evaluation (Individuals)

In the summer of 1996, the Principals' Center at Texas A&M University established a School Leadership Initiative (SLI) that focused on the 21 principal-performance domains as identified by the National Policy Board for Educational Administration. During the first year of a 3-year leadership initiative, Texas A&M University's SLI Program focused on 12 selected school sites that had been recruited to serve as leadership laboratories. This paper describes the SLI program's philosophy and first-year outcomes. The goal of the program was to collaboratively explore the full range of leadership resources in the school and community and to determine ways in which those resources could be effectively harnessed and coordinated to enhance the school as a community of learners. Participants attended retreats and monthly seminars and surveyed their leadership skills and campus improvement regularly throughout the year. They communicated by electronic mail, video-conferencing, onsite visits, and reflective journals. Summative information gathered from the first year of the program points to the importance of including training opportunities, such as effective mentoring, for personal professional growth and campus-leadership development. Appendices contain a list of the National Policy Board for Educational Administration performance domains and sample SLI self-evaluation instruments, a principal-performance matrix, an intern evaluation, and planning outlines. (LMI)

ED 414 656 EA 028 844

Kang, Sang-Jin
Multilevel Models for Studying Organizational Transition Effects.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of American Education Research Association (Chicago, IL, March 23-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Equations (Mathematics); Factor Analysis; Grade 10; Grade 8; *Longitudinal Studies; Middle Schools; Models; *Multitrait Multimethod Techniques; *Multivariate Analysis; Secondary Education; Self Esteem;

ED 414 674   EC 306 019

Gustason, Gerilee
Educating Children Who Are Deaf or Hard of Hearing: English-Based Sign Systems. ERIC Digest #E556.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *American Sign Language; Communication Skills; *Deafness; Decision Making; Early Childhood Education; English; Grammar; *Manual Communication; *Partial Hearing; *Sign Language; Syntax; Young Children
IDENTIFIERS- Deaf Culture; ERIC Digests; Seeing Essential English; *Signed English; Signing Exact English

This digest uses a question-and-answer format to summarize basic information about the use of English-based sign systems with children who are deaf or hard of hearing. English-based sign systems are explained as using the vocabulary of American Sign Language (ASL) with the grammatical and syntactical features of English. These systems include Signed English, Seeing Essential English, and Signing Exact English. The paper notes wide use by hearing parents and educators who wish to expose the child to English but negative attitudes by many Deaf adults who view such systems as a denial of Deaf culture. Benefits of this option are also identified, including increased access to English during the language learning years. Among limitations noted are the danger of signing only parts of a spoken message, resulting in incomplete English that fits neither English or ASL syntax. Parents are offered a list of questions to consider before choosing this communication option. (DB)

ED 414 675   EC 306 020

Nowell, Richard; Innes, Joseph
Educating Children Who Are Deaf or Hard of Hearing: Inclusion. ERIC Digest #E557.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Education; *Deafness; Decision Making; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *Partial Hearing; Peer Relationship; Preschool Education; Social Integration; Special Schools; *Student Placement; *Student Rights
IDENTIFIERS- ERIC Digests

This digest uses a question-and-answer format to summarize basic issues about the inclusion of children who are deaf or hard of hearing in classrooms with normal hearing students. It briefly reviews the history of the inclusion movement and identifies two general positions in the debate: (1) that all students have the right to go to school with their non-disabled peers, and

ED 414 693 EC 306 039

Whelan, Richard J., Ed.
Emotional and Behavioral Disorders: A 25-Year-Focus.
PUB DATE- 98
NOTE- 416p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Affective Behavior; *Behavior Disorders; Behavior Modification; *Classroom Techniques; Educational History; *Educational Practices; Elementary Secondary Education; Emotional Development; *Emotional Disturbances; *Instructional Design; *Intervention; Models
IDENTIFIERS- Academic Accommodations (Disabilities)

This book compares current practices in the education of students with emotional and behavior disorders to those practiced 25 years ago. The first two chapters describe current understanding of and interventions for children with emotional and behavioral disorders. The following chapters are divided into four parts that address the topics of affective considerations, models of intervention, instructional planning, and classroom practices. Chapters include: "Oh! Those Wonderful Feelings: The Relationship between Pupil Affect and Achievement" (Richard J. Whelan and others); "The Emotional Development of Exceptional Students" (Henry Dupont); "Depression in Children and Adolescents: Identification, Assessment, and Treatment" (John W. Maag and Steven R. Forness); "Promoting Dignity: Taking the Destructive D's Out of Behavior Disorders" (Patricia A. Gallagher); "The Engineered Classroom: An Educational Solution" (Robert J. Stillwell and others); "Teaching Children Self-Control: A New Responsibility for Teachers" (Stanley A. Fagen and Nicholas J. Long); "The Helping Teacher/Crisis Teacher Concept" (William C. Morse); "Developing Self-Regulated Learners" (Steve Graham and others); "Courage for the Discouraged: A Psychoeducational Approach to Troubled and Troubling Children" (Larry K. Brendtro and Steven Van Bockern); "Developing Instructional Materials for Children with Emotional and Behavior Disorders" (Don C. McNeil); "Integration of Exceptional Children into Regular Classes: Research and Procedure" (Judith K. Grosenick); "Procedures for Developing Creativity in Emotionally Disturbed Children" (Patricia A.Gallagher); "Curriculum Modification as a Strategy for Helping Regular Classroom Behavior-Disordered Students" (Linda L. Edwards); "A Synthesis of Classroom Scheduling Techniques for Children with Emotional and Behavioral Disorders" (Patricia A. Gallagher); "Therapeutic Discussion Groups in Public School Classes for Children with Emotional and Behavioral Disorders" (Nancy Anderson and R. Thomas Marrone); "Application of the Self-Control Curriculum with Behavior Disordered Students" (Linda L. Edwards and Barbara O'Toole); "Classroom Management: Teacher-Child-Peer Relationships" (James M. Kauffman and others); "Management of Aggressive and Violent Behavior in the Schools" (Robert B. Rutherford, Jr., and C. Michael Nelson); and "Perspective on the Future" (Richard J. Whelan). (Individual chapters include references.) (CR)

ED 414 694 EC 306 040

Guralnick, Michael J., Ed.
The Effectiveness of Early Intervention.
PUB DATE- 97
NOTE- 665p.

ED 414 711 EC 306 083

Hard of Hearing and Deaf Students: A Resource Guide To Support Classroom Teachers.
PUB DATE- 94
NOTE- 37p.; Previous issued under title: The Hearing Impaired Student in the Regular Classroom, 1981.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; *Communication Aids (for Disabled); *Deafness; Educational Cooperation; *Educational Planning; Elementary Secondary Education; Foreign Countries; Hearing Aids; *Inclusive Schools; Interpersonal Communication; Interviews; Parent Teacher Conferences; *Partial Hearing; Questioning Techniques; *Student Needs; Teaching Methods
IDENTIFIERS- *Academic Accommodations (Disabilities); British Columbia

This resource guide for classroom teachers provides an overview of the needs of students who are deaf or hard of hearing. Topics include: (1) range of hearing loss, educational implications, and sample audiograms; (2) preparing to teach students who are hard of hearing or deaf; (3) needs of learners who are hard of hearing or deaf; (4) sample questions to ask parents or guardians during the first interview; (5) sample questions to ask teachers of the deaf and hard of hearing; (6) sample questions for the first educational team meeting; (7) student interviews and sample questions for the interviews; (8) tips for classroom adaptation; (9) tips for communicating with a student with hearing impairments in one-to-one situations, in groups, and through an interpreter; (10) equipment needs of students who are deaf or hard of hearing; (11) solutions to problems encountered with personal hearing aids and FM systems; and (12) teacher tips for dealing with hearing aids and FM systems. A glossary of relevant selected vocabulary is provided. Forms for notetaking are included throughout the guide. Student tip sheets provide: a sample assignment guide, a sample reflective guide for self-assessment, and a sample summary guide for group activities. (CR)

ED 414 712 EC 306 084

Teaching Students with Learning and Behavioural Differences: A Resource Guide for Teachers.
PUB DATE- 96
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Disorders; *Behavior Modification; Case Studies; *Classroom Techniques; Disability Identification; Educational Resources; *Educational Strategies; Elementary Secondary Education; Foreign Countries; Inclusive Schools; *Learning Disabilities; Mathematics Instruction; Reading Instruction; *Teaching Methods; Writing Instruction
IDENTIFIERS- British Columbia

This resource guide provides information on teaching students

ED 414 732 FL 024 814

Berardo, Marcellino
Syllable Structure and External Evidence.
PUB DATE- 97
NOTE- 15p.; For complete volume of working papers, see FL 024 807.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- English; German; *Language Patterns; Language Research; *Linguistic Theory; *Morphology (Languages); Psycholinguistics; Structural Analysis (Linguistics); *Syllables

To determine what psycholinguistic evidence (or external evidence) such as slips of the tongue, monosyllabic word blends, and novel word games reveals about syllable structure, this study focused on psycholinguistic research on the English and German syllable. English and German provide a good testing ground for evaluation of external evidence because much external evidence has been interpreted as revealing the internal organization of the syllable for both languages. It is concluded that psycholinguistic evidence does not reveal syllable structure, but rather how the linguistic processor organizes syllable-internal segments. Contains 39 references. (MSE)

ED 414 733 FL 024 823

Holmes, Janet
Analysing Power at Work: An Analytical Framework.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Comparative Analysis; Department Heads; Discourse Analysis; Ethnic Groups; Foreign Countries; Interpersonal Communication; Interpersonal Relationship; Interprofessional Relationship; *Language Patterns; Language Role; Language Usage; *Organizational Communication; *Power Structure; Professional Personnel; *Public Administration; *Work Environment
IDENTIFIERS- *New Zealand

A study examined how government administrators in New Zealand construct their professional identities and power relationships, and how this identity is reflected in patterns of discourse and strategies of interaction. Three levels of discourse analysis (speech functions; discourse strategies; and linguistic forms) and their components and interrelationships are distinguished. Data for analysis are drawn from 322 everyday work-related interactions involving 251 individuals (152 women, 99 men) of European, Maori, and other ethnic groups in four government departments. Analysis focused on ways in which language use expresses power or relative status in the workplace. Findings are summarized in two analyses: the range of strategies that superiors use to "do power," and verbal interactions illustrating the effect of workplace power distribution. Excerpts of interactions are included. It is concluded that generalizations about relationships must be treated with caution, and that the discourse that characterizes any interaction reflects not only the particular relationship involved but also the particular goals of the interaction. In addition, in a single interaction, participants may orient to a

ED 414 755 FL 024 950

Mc Donnell, Patrick
How Snowmen Move: Some Aspects of Lexical Choice in Irish Sign Language.
PUB DATE- 96
NOTE- 15p.; For Serial publication in which this article appears, see FL 024 940.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Discourse Analysis; Foreign Countries; *Irish; Language Patterns; *Language Processing; Language Research; Linguistic Theory; *Narration; *Sign Language; *Verbs; *Vocabulary; Vocabulary Development

Verbs of motion and location in Irish Sign Language have a characteristic lexicalization pattern, which influences the lexical choices signers make in denoting the motion and location of entities. Perceived characteristics of referents govern the type of verb root selected. Animate and inanimate referents are signified by different types of verb roots. Lexical choice is also influenced by the particular aspect of the motion event that signers wish to emphasize. Signers use plain verbs or stems that combine with manner of locomotion movements to describe the action in "close-up" terms. If the action is placed in a wider spatial environment, signers use verb stems that can combine with movements indicating motion paths. Frequently, signers use serial verb constructions to refer to motion events. The particular choices made by signers are associated with the roles they adopt in narratives. Verbs that represent a "close-up" of the action are associated with a participant role; those that represent a "long view" of the action are associated with an observer role. (MSE)

ED 414 756 FL 024 951

Matthews, Patrick A.
Extending the Lexicon of Irish Sign Language (ISL).
PUB DATE- 96
NOTE- 34p.; For serial publication in which this article appears, see FL 024 940.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classification; *Diachronic Linguistics; Foreign Countries; *Irish; Language Research; *Linguistic Borrowing; Linguistic Theory; *Sign Language; Technology; Uncommonly Taught Languages; *Vocabulary; *Vocabulary Development

Ways in which the lexicon of Irish Sign Language (ISL) has developed, and how it is being continually extended, are examined. Change occurs in several ways. Research to date indicates that there are 59 basic handshapes, from which all vocabulary items are created. Classifiers are used extensively in the nominal and verbal system of ISL, and 15 of the 59 configurations already mentioned are employed in their use. Classifier handshapes are iconic and iconicity serves as an inspiration for the resulting lexical form. Several categories of classifier exist: semantic; surface shape; tracing; holding; quantifying; and so on. Original iconic classifiers have also developed as independent vocabulary items. Many synchronic nominal forms originated as classifier verbal forms. Other

ED 414 778 HE 030 578

Dilley, Patrick
"Did You Think I Was Going To Be Riding a Harley or Something?": Lesbian and Bisexual Student Leaders' Experiences of College Communities.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Educational Experience; Ethnography; *Females; Higher Education; Homosexuality; Institutional Environment; Interpersonal Relationship; *Lesbianism; *Sexual Identity; Sexuality; *Student Attitudes; Youth Leaders
IDENTIFIERS- *Bisexuality

Using ethnographic research methods, semistructured interviews were conducted with three women involved with a gay/lesbian/bisexual student organization. All three individuals were sophomores at an urban university in a large metropolitan area. The students discussed the fluid nature of the definitions of lesbian, gay, and bisexual, noting that they were often overlapping and not as important in detail as in concept. The students noted that they functioned in multiple communities, and that issues of gender were more substantial than issues of sexual orientation. They also commented that campus communities based on sexual orientation usually centered around gay men. The expectations of campus life that the students held before entering college were limited: they wanted to be more "out" and they wanted to find more people like themselves than they found in high school. What they discovered in college, or perhaps created, was a sense of community and family, using their experiences as "outsiders" in the dominant culture to become "insiders" in a community based on sexual orientation and social stigmatization. (Contains 10 references.) (MDM)

ED 414 779 HE 030 579

Willemssen, Joel C.
Student Financial Aid Systems: Absence of Guiding Architecture Reduces Efficiency, Ease of Use. Testimony before the Subcommittee on Postsecondary Education, Training, and Life-Long Learning, House Committee on Education and the Workforce.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audits (Verification); *Computer System Design; Computers; *Cost Effectiveness; *Databases; *Federal Programs; Higher Education; *Student Loan Programs
IDENTIFIERS- *Computer Architecture; Department of Education; Higher Education Act Title IV; *National Student Loan Data System

This testimony is an evaluation of the U.S. Department of Education's progress in integrating its National Student Loan Data System (NSLDS) with other student financial aid systems,

ED 414 799 HE 030 692

Ware, Thomas E., Jr.; Miller, Michael T.
Literature Related to College Housing for Adult Undergraduate Students.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Learning; *Adult Students; Age Differences; *College Housing; Demography; Educational Environment; Educational Research; Higher Education; *Nontraditional Students; Student Needs; *Student Personnel Services; *Undergraduate Students

This paper examines the literature on residential life and adult education as it applies to undergraduate housing for nontraditional (adult) students. The literature reviewed focuses on the demographics of the adult student population, adult students as learners, and the student affairs needs of adult students. Although the literature related to adult students on campus has grown substantially during the past decade, research on the adult student from a student affairs viewpoint is limited at best. Professionals dealing with campus activities and student life have begun to respond to the needs of adult student, but research in this area is spartan. Of particular note in the literature is the lack of attention to the lifestyles of adult students, including housing needs, campus involvement, and family relationships. (Contains 32 references.) (MDM)

ED 414 800 HE 030 693

Trends in Student Aid: 1987 to 1997. Update.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Trends; Family Income; *Federal Aid; *Grants; Higher Education; Paying for College; State Aid; *Student Financial Aid; *Student Loan Programs; Tables (Data); Trend Analysis
IDENTIFIERS- Parent Loans for Undergraduate Students Program; Pell Grant Program; Stafford Student Loan Program

This report presents annual data on the amount of financial assistance available to help students pay for postsecondary education. Seven tables and seven charts provide a variety of statistics on student aid, family income, and college costs for the period 1987-88 through 1996-97, including aid awarded to postsecondary students in current dollars; aid awarded to postsecondary students in constant 1996 dollars; total cost of college attendance and family income; number of recipients and aid per recipient; number of loans and amount per loan; percentage distribution of aid from federal Pell grants, campus-based programs, and Stafford and PLUS programs; grants, loans, and work in current and constant 1996 dollars, and federal Pell grant awards. The data indicate that student aid from the federal government, states, institutions, and other sources topped $55 billion in 1996-97, up 5 percent over the previous year, with the growing reliance on loans responsible for two-thirds of this increase. Appropriations for federal grant aid

ED 414 819 HE 030 798

Academic Reforms in the World: Situation and Perspective in the Massification Stage of Higher Education. Reports of the 1997 Six-Nation Higher Education Project Seminar (Hiroshima, Japan February 6-7, 1997). RIHE International Seminar Reports, No.10.
PUB DATE- 97
NOTE- 310p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; *Comparative Education; Cultural Differences; Educational Change; Educational Policy; Educational Trends; Foreign Countries; *Higher Education; Public Education; Public Policy; Trend Analysis

This volume presents papers presented at an international seminar conducted as part of the Six Nation Education Research Project, a project identifying aspects of higher education that currently confront educational systems in all countries. A keynote address by Robert Zemsky, titled "Seminar on Post-Massification," examines trends in the United States, including the price-income squeeze in access to higher education and the reduced demand for young workers, and suggests that such trends may generalize to other nations. Six country reports are then presented: (1) "Massification of Higher Education and Academic Reforms in Japan" (Akira Arimoto); (2) "Trends in Higher Education from Massification to Post-Massification" (United States) (Patricia J. Gumport and others); (3) "Current Issues in Higher Education" (Switzerland) (Francois Grin, Christoph Metzger, and Andreas Gruner); (4) "Trends in University Reform in the Context of Massification" (Singapore) (S. Gopinathan and Susan B. Morriss); (5) "Reform and Development of China's Higher Education System in the Past Decade" (Wei Xin); and (6) "Higher Education in a Federal System" (Germany) (Wilfried Hartmann). Two summary papers are: "Reforms as a Response to Massification of Higher Education: A Comparative View" (Ulrich Teichler), and a commentary on conference discussions by Keith J. Morgan. Two special papers are also included: "Approaches to Mass Higher Education: A Comparison of Change in Britain and Australia" (Keith J. Morgan), and "Cross-National Study on Academic Organizational Reforms in Post-Massification Stage" (Akira Arimoto). (Individual papers contain references.) (DB)

ED 414 820 HE 030 799

Santos, Michael W.
Lynchburg College Symposium Readings (LCSR) Curriculum Project.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classics (Literature); *College Curriculum; Communication Skills; Critical Thinking; Curriculum Development; Higher Education; *Integrated Curriculum; Liberal Arts; Required Courses; Student Educational Objectives; Undergraduate Study
IDENTIFIERS- *Great Books Curriculum; *Lynchburg College VA

This final report describes activities and accomplishments of a two-year project at Lynchburg College (Virginia) to develop an

ED 414 836 HE 030 822

Schwartz, Arthur H.
Technology Enhanced Accent Modification (TEAM) for International Teaching Assistants (ITAs).
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Simulation; Curriculum Development; Dialects; Educational Technology; *English (Second Language); *Foreign Students; Higher Education; Oral Language; *Pronunciation Instruction; Second Language Learning; *Speech Communication; *Teaching Assistants

The Technology Enhanced Accent Modification (TEAM) project created multimedia software to improve the oral proficiency of international teaching assistants (ITAs). Objectives were to: (1) develop reliable accent modification software that would operate on computers found at most colleges; (2) determine how TEAM-based accent modification instruction impacted on the performance of students taught by ITAs; and (3) disseminate the software to institutions with the largest numbers of ITAs. The multimedia materials consist of software that enables the user to retrieve, display, and play model utterances; a criterion-referenced accent survey; a curriculum that addresses the 15 features of speech that make accents most difficult to understand; an instructional methodology to teach ITAs how to monitor and modify their accents; a database of 3600 utterances (1800 male and 1800 female); and a reference manual describing program operation. The project was field tested using 128 teaching assistants at three universities. TEAM evaluation results indicate that students are more satisfied with their instruction by ITAs, and ITAs perform better on objective measures of oral proficiency. Appendices include demographic information on teaching assistants, ratings of teaching assistant speech patterns, and publicity materials. (SW)

ED 414 837 HE 030 823

Finkelstein, Martin
Assessing the Teaching and Student Learning Outcomes of the Katz/Henry Faculty Development Model.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Classroom Environment; Collegiality; *Faculty Development; Faculty Evaluation; Higher Education; *Instructional Improvement; Models; Outcomes of Education; *Peer Evaluation; Peer Relationship; Student Educational Objectives; Teacher Attitudes; Teacher Behavior; *Teacher Collaboration; Teacher Student Relationship; *Teaching Skills; *Teamwork
IDENTIFIERS- Henry (Mildred); Katz (Joseph)

The impact of the Katz/Henry Faculty Development Model on

ED 414 855 HE 030 845

A Comprehensive Support System for Improving Retention of Black Students in Premedical Programs.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; Academic Aspiration; Academic Persistence; *Allied Health Occupations Education; *Black Students; Career Choice; Dropout Prevention; Higher Education; Peer Relationship; *Premedical Students; Role Models; *School Holding Power; Social Support Groups; Undergraduate Study
IDENTIFIERS- African Americans; *University of Alabama

This final report describes activities and accomplishments of a 3-year, federally supported project at the University of Alabama (Tuscaloosa) to improve the retention of African-American students in undergraduate premedical programs by developing an improved personal and social support system for black students interested in the health professions. A Student Support System (SSP) emphasizing peer group involvement, leadership by a special advisor, and professional role model contacts was established. Program success was indicated by a substantial increase in the number of African-American students applying to health professional schools; 58 percent have matriculated in professional schools. These results represented a twofold increase compared to the preceding 8 years. A substantially greater retention rate was also found for SSP participants when compared with nonparticipants. However, the goal of improving the academic record and entrance-test qualifications of participants was not achieved. Program evaluation also indicated the importance of the SSP advisor as a source of support for students. Attached tables detail the project's results. (DB)

ED 414 856 HE 030 846

Alewynse, John
Core-Course Faculty Development Series on Methodology.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Freshmen; *Core Curriculum; Curriculum Development; Faculty Development; Formative Evaluation; Higher Education; History Instruction; *Inservice Teacher Education; *Instructional Development; Instructional Effectiveness; Introductory Courses; Mathematics Instruction; Outcomes of Education; Required Courses; Teaching Methods; Technology Transfer; Writing (Composition); Writing Skills
IDENTIFIERS- Hampton University VA

This report describes a three-year project at Hampton University (Virginia) to improve the core freshman year curriculum and,

and work. Listings by genres include biographies, drama, essays, photography, poetry, and short stories. Books were selected through evaluation by a minimum of three readers, discussion, and rating of "whole-hearted approval," or "guidance," alerting teachers that they may want to provide background information or handle the book in a special way. (KC)

ED 414 406 CE 073 159

Jacobson, Miriam; Kolarek, Mary Hebert; Newton, Bonnie
Business, Babies & the Bottom Line: Corporate Innovations and Best Practices in Maternal and Child Health.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 96
NOTE- 56p.; Produced by the National Business Partnership to Improve Family Health. Funding also provided by Pharmacia & Upjohn Inc. and the March of Dimes Birth Defects Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Child Health; Corporations; *Demonstration Programs; *Employed Parents; Employed Women; Employee Assistance Programs; Employer Employee Relationship; Employer Supported Day Care; Employment Practices; Family Work Relationship; Fringe Benefits; *Health Programs; *Innovation; *Mothers; Personnel Policy

This publication presents the efforts and results of leading large employers to improve the health of mothers and children. Section 1 profiles the pioneering efforts and innovative practices of seven large employers and one business group: Haggar Clothing Co.; Honeywell Inc.; Los Angeles Department of Water and Power; Monfort, Inc.; First Chicago NBD; Kellogg Company; Texas Instruments; and Dallas-Fort Worth Business Group on Health. Each case study presents the impetus for the program, how it was developed and who was involved, program experiences, tips for success, and additional resources. Section 2 offers brief profiles of seven other employers who have experienced a very positive return on their investment in material and child care: Champion International Corporation; CIGNA; E.A. Miller; Franklin Life Insurance Co.; Marriott International Inc.; Motorola; and Sunbeam-Oster Appliance Company. Section 3 spotlights these topics: "Breastfeeding Support at the Workplace Can Have Bottom Line Impact"; "A New Corporate Strategy: Promoting Healthy Babies before Conceptions"; "Purchasing Value in Maternal and Child Health Programs"; and "Compelling Reasons to Invest in Maternal and Child Health." Section 4 lists some tips for success. Appendixes include members of the Purchasers and Technical Advisory Boards, a list of 22 resource organizations, and 59 notes. A corporate index follows the table of contents. (YLB)

ED 414 407 CE 075 077

Wermuth, Thomas R.; Maddy-Bernstein, Carolyn; Grayson, Thomas E.
Case Studies of Urban Schools: Portrayals of Schools in Change.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Change Strategies; Comparative

Students
IDENTIFIERS- *Florida

This document contains resources related to parent involvement in the school-to-work initiative from elementary school through high school and beyond. The first section contains reprints of the following five articles and documents: "Family Matters...in School-to-Work Transition" (Wendy L. Way, Marilyn R. Rossman); "Learning to Work: How Parents Nurture the Transition from School-to-Work" (Wendy L. Way, Marilyn R. Rossman); "Parent Guide: How to Prepare Your Children for Work" (Wendy Schwartz); "Parent Involvement in School-to-Work" (National School-to-Work Learning and Information Center); and "Parents and the School-to-Work Transition of Special Needs Youth" (Bettina A. Lankard). The guide also contains an annotated bibliography listing 25 print and videotape materials. Each listing provides information on author, series if applicable, format, content, and availability. Materials for inclusion in the bibliography were selected from a search of the ERIC (Educational Resources Information Center) database on DIALOG, World Wide Web, and the Florida School-to-Work Clearinghouse databases. Lists of 44 national organizations, 6 Florida organizations, and 9 organizations in other states with relevant resources also are included.

ED 414 425 CE 075 317

Integrating Academic and Vocational Education. A Resource Guide.
PUB DATE- 97
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Education; Citations (References); Classroom Techniques; *Education Work Relationship; Educational Improvement; *Educational Resources; Educational Strategies; Educational Trends; High Schools; Human Resources; *Integrated Curriculum; *Teaching Methods; *Vocational Education

The first of four sections of this guide contains reprints of the following: "But I've Been Doing This for Years: Informal Integration of Vocational and Academic Education Pilot Test Report" (Chris A. Roegge, Ahmed Ferej); "Curriculum Integration in School-to-Work Systems" (National School-to-Work Learning and Information Center); "Integrating Academic and Vocational Education: An Equitable Way to Prepare Middle Level Students for the Future" (Sue E. Berryman, et al.); "Integration of Academic and Vocational Education Myths and Realities" (Bettina A. Lankard); "Trends toward a Closer Integration of Vocational Education and Human Resource Development" (Elwood F. Holton, III, James W. Trott, Jr.); and "What Works: When Teachers Integrate Vocational and Academic Education" (June B. Schmidt). The second section, an annotated bibliography of 55 references, includes the following: (1) materials for selecting and using strategies for successful integration; (2) implementation guides for bridging the gap between academic and vocational education; and (3) curriculum materials for teachers. References are categorized as follows: books/guides/handbooks/manuals, literature reviews, model programs, reports, studies, videotapes, and viewpoints. The final two sections list 23 organizations that can provide information, resources, and technical assistance; and 5 newsletters that cover related issues. Materials for the

DESCRIPTORS- Adult Education; Case Studies; Comparative Analysis; Employment Patterns; *Employment Programs; Family Income; *Family Programs; Poverty; Program Effectiveness; Salary Wage Differentials; *Transitional Programs; Vocational Education; *Welfare Recipients
IDENTIFIERS- Aid to Families with Dependent Children; Impact Studies; *Minnesota; Welfare Reform; *Welfare to Work Programs

The Minnesota Family Investment Program (MFIP) is a welfare reform initiative based on enhancing welfare recipients' incentives to get a job and requiring long-term welfare recipients to participate in employment-focused activities. The effects of the MFIP were compared to those of the Aid to Families with Dependent Children (AFDC) program through an analysis of data on the employment, earnings, and welfare receipt of more than 9,000 individuals who had been randomly assigned to the MFIP or the traditional AFDC program during an 8-month period. Data were collected from field observations and interviews, staff surveys, surveys of families in both programs, and administrative records. After 18 months, the MFIP program resulted in the following: a 40% higher employment rate; a 13% increase in total family income; and a 16% reduction in poverty (albeit at an 8% increase in welfare payments). (Sixty tables/figures are included. Appended are the following: selected characteristics, opinions, and attitudes of MFIP report sample members; MFIP 12-month survey response analysis; additional implementation findings; expected impacts of MFIP's enhanced financial incentives; short-term recipient findings; evaluation of the STRIDE Program in Hennepin County, Minnesota; and 26 additional tables/figures. Contains 16 references.) (MN)

ED 414 445   CE 075 360

Brown, Amy; Bloom, Dan; Butler, David
The View from the Field: As Time Limits Approach, Welfare Recipients and Staff Talk about Their Attitudes and Expectations. The Cross-State Study of Time-Limited Welfare.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Joyce Foundation, Chicago, IL.; Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 97
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Demonstration Programs; Economically Disadvantaged; Employment Programs; Federal Legislation; Job Training; Public Policy; State Programs; *Welfare Recipients; *Welfare Services; *Work Attitudes
IDENTIFIERS- *Welfare Reform

A study examined time limits from the perspectives of welfare recipients and line staff in welfare agencies. Data on time-limited welfare were drawn from staff surveys and from group and individual interviews with both staff and recipients in selected locations in Florida, Vermont, and Wisconsin during the first half of 1996. Findings indicated most recipients valued self-sufficiency and wanted to work. They identified such barriers to employment as the need for support services, low wages of available jobs, lack of skills, and family or personal problems. For the most part, both staff and recipients supported the concept of a time limit on welfare receipt. Many recipients expressed concern, however, that a fixed time limit was too rigid to account for individual circumstances and would end up hurting some families. Contrary to perceptions of some

DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Competency Based Education; *Criterion Referenced Tests; Foreign Countries; French; Job Skills; Job Training; Lifelong Learning; Literacy Education; *Minimum Competency Testing; *Norm Referenced Tests; Scores; Scoring; *Standardized Tests; Test Construction; Test Content; Test Reviews; *Test Selection; *Workplace Literacy

This publication (in both English and French versions) on learner assessment in workplace literacy programs begins with a discourse on some dimensions of the testing question. It discusses three major approaches to assessment in the broader area of adult literacy that can shed light in the domain of workplace literacy: traditional, competency based, and profile. The categories of essential skills are described, as a general understanding of these different categories enhances decisions around what types of instruments to use. The categories are: traditional basic skills, thinking skills, teamwork, skills required for continuous learning, and computer skills. Next, the publication describes standardized tests (norm referenced and criterion referenced) and competency-based tests. The second part of the document discusses eight assessment tools that have been used in workplace programs: Tests of Adult Basic Education (TABE) Work-Related Foundation Skills; Tests of Applied Literacy Skills; Basic English Skills Test; Canadian Adult Achievement Test; Measurement, Reading, and Arithmetic; Wide Range Achievement Test 3; and Metric Skills Assessment. Each instrument is described in terms of the test content, the description of scores, and the test development process, along with the source's address and telephone number. (YLB)

ED 414 464 CE 075 386

Crown, William H.; Leavitt, Thomas D.
Underemployment and the Older Worker: How Big a Problem?
PUB DATE- 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Disadvantaged; *Employment Patterns; Employment Problems; Females; Health Insurance; *Middle Aged Adults; Minority Groups; *Older Workers; *Part Time Employment; Retirement Benefits; *Underemployment

A study examined the nature and the relative incidence of different forms of underemployment and how and under what conditions underemployment of older workers differed from that of younger workers. Data from May 1979, May 1988, and April 1993 Current Population Surveys (CPSs) for workers aged 50-64 were used. Two categories of underemployed workers were identified. Type I underemployment, which could be directly estimated from CPS data, referred to workers who wanted full-time work but could find only part-time employment. Determined by multivariate analysis, Type II underemployment encompassed full- and part-time workers employed at jobs below their education and skill levels. It was defined by comparing each worker's actual wages to the expected wages for a worker with similar education, demographic characteristics, industry and occupation, region, and size of firm. CPS data indicated Type I underemployment had been steadily rising over time. Type I underemployed were found to be an extremely disadvantaged group in terms of pension and health insurance coverage; Type II underemployed were also disadvantaged. Nearly 400,000 workers between the ages of 50-64 were estimated to be Type I underemployed; the estimated number of Type II underemployed

Assessment; Postsecondary Education; Student Certification; *Student Evaluation; Theory Practice Relationship
IDENTIFIERS- Great Britain; Midwives

Assessment of practice at diploma, degree, and postgraduate levels in nursing and midwifery education in Britain was the focus of a research study. Key issues from a critical review of literature on the assessment of theory and practice at different academic levels were as follows: lack of clarity in defining "levels"; inconsistencies in use and interpretation of professional and educational frameworks to assess practice; and different methods to assess practice. Curriculum documentation from nursing and midwifery programs that led to a diploma, degree, or postgraduate award were analyzed. A key finding was considerable variation in criteria used to discriminate between the assessment of practice at different academic levels, both in relation to the academic status of a qualification and to progression within an award. In most programs, different criteria were identified for assessment of theory and of practice. Approaches to assessment of practice were direct observation of the student's performance or written documentary evidence in a portfolio. Indepth interviews with educators involved in program design and delivery uncovered the following: conflicting views of the extent to which assessment of practice should contribute to a degree classification, widespread use of learning portfolios, lack of appropriately qualified practice assessors, and considerable influence of university regulations on approaches to assessment of practice. (Appendixes contain 47 references and 60-item bibliography.) (YLB)

ED 414 482   CE 075 420

Nolan, Mike; Booth, Andrew; Nolan, Janet
New Directions in Rehabilitation: Exploring the Nursing Contribution. Researching Professional Education. Research Reports Series Number 6.
PUB DATE- 97
NOTE- 119p.; A separately published volume of "Research Highlights" with the same title containing an abstract of the project, the method and major findings is attached.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Interdisciplinary Approach; *Interprofessional Relationship; *Long Term Care; *Medical Services; *Nurses; Nursing; Nursing Education; Postsecondary Education; *Rehabilitation; Rehabilitation Centers; Teamwork; Therapy
IDENTIFIERS- Great Britain

A literature review and curriculum analysis focused on the nurse's role in rehabilitation within the multidisciplinary team. Phase 1 addressed a generic nursing rehabilitative role. Phase 2 considered the nurse's role in rehabilitation in specific conditions. The review process revealed a lack of consensus on the definition and purpose of rehabilitation and highlighted a number of tensions with regard to current practice. Multi- and interdisciplinary teamwork were presented as the best way of organizing care, but evidence for their actual effectiveness was limited. The literature suggested the current generic nursing role in rehabilitation was underdeveloped and seen as secondary to that of the therapy disciplines. Nursing input was confined to distinct areas: maintenance of patients' physical well-being by attention to basic care needs; a specialist role in areas such as continence

It covers main features of the educational system, strategic objectives for VET, and legislative framework. It looks at developments in these areas: administrative structure and decentralization; finance; adaptation of training to changes in the economy and society; identification of skills needs; quality standards and qualifications; promotion of continuing VET; social partners; involvement of enterprises in VET; equal opportunities; access to training; and vocational guidance and counseling. Chapter 3 describes international assistance and cooperation, including the European Union's Phare (VET reform) and Leonardo programs. Chapter 4 covers these challenges and further needs: skills needs analysis, institutional arrangements, and qualifications and training methods. Chapter 5 suggests these priorities for further assistance: reinforced legal framework for VET; VET research network; social partner involvement; financing; development of training standards; curriculum development; and teacher training. Appendixes include key indicators, VET system diagram, legislative framework, responsible bodies, and international assistance. (YLB)

ED 414 500 CE 075 468

Vocational Education and Training Reform in Romania.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Counseling; Career Guidance; Continuing Education; Developing Nations; *Educational Development; Educational Needs; Equal Education; Foreign Countries; International Cooperation; *International Educational Exchange; *Job Training; Marketing; *Needs Assessment; Postsecondary Education; School Business Relationship; Secondary Education; Sex Discrimination; Teacher Education; *Vocational Education
IDENTIFIERS- *Romania

This report on vocational education and training (VET) reform in Romania is one of a series of country reports by the European Training Foundation on the reform process in partner countries. Chapter 1 provides basic data on the country. Chapter 2 describes the present situation and recent developments in VET. It covers main features of the educational system, strategic objectives for VET, and legislative framework. It looks at developments in these areas: administrative structure and decentralization; finance; adaptation of training to changes in the economy and society; identification of skills needs; quality standards and qualifications; promotion of continuing VET; social partners; involvement of enterprises in VET; equal opportunities; access to training; and vocational guidance and counseling. Chapter 3 describes international assistance and cooperation, including the European Union's Phare (VET reform) and Leonardo programs. Chapter 4 covers these challenges and further needs: skills needs analysis, institutional arrangements, and qualifications and training methods. Chapter 5 suggests these priorities for further assistance: identification of labor market skills requirements; development of continuing VET; decentralization of the system; modernization of curricula; and teacher training in VET. Appendixes include key indicators, VET system diagram, legislative framework, responsible bodies, and international assistance. (YLB)

ED 414 501 CE 075 469

*Performance; *Program Evaluation; Secondary Education; Validity; Vocational Education
IDENTIFIERS- Canada; ERIC Digests

As career development becomes established in Canadian secondary schools, the pressure increases to use performance assessments to demonstrate both the effectiveness of programs and the soundness of instructional decisions. This digest examines issues surrounding performance assessments of career development programs. Performance assessments can be implemented in different ways: student performances can be judged against a set of criteria or can be evaluated by individuals other than the students' teachers, and portfolios of student work can be used to assess their understanding. Some career development programs like "Pathways" have built in performance assessments, such as application forms, simulated interviews, and other measures. Critics of such programs claim that performance assessments are too task specific, emphasizing one area rather than evaluating skills that support a wide range of performances. While proponents of performance assessments admit that they emphasize validity over reliability, recent studies have indicated that such assessments may offer useful information. But widespread implementation of performance assessments requires that counselors undertake a number of goals. They must articulate the desired outcomes of career development, state the specific requirements of performances, develop tests of performances so that they demonstrate learning, and educate others so that everyone can work together. (RJM)

ED 414 519 CG 027 046

Hiebert, Bryan
A Changing Focus in Evaluation: Linking Process and Outline: ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Counseling; Career Development; Career Education; Career Guidance; Careers; Counseling Services; Counseling Techniques; *Counselor Evaluation; Counselor Performance; *Evaluation; *Evaluation Criteria; Foreign Countries; *Formative Evaluation; Program Evaluation; Program Improvement
IDENTIFIERS- Canada; ERIC Digests

Career counselors continually evaluate their work. Unfortunately, the evidence used to gauge success often is usually not considered valuative, is not documented, and cannot be used to back up claims of successful counseling. This digest outlines a new approach to evaluation. Since client-need determines counseling intervention, evaluation models must accommodate this interplay between counselor and client and between process and outcome. One such evaluation model connects long-term global impacts of counseling (job satisfactions, employability and career maturity) with immediate outcomes, client engagement in the process, and the counselor's approach. A series of loops illustrate the interactive nature of the process. Conditions like process and outcome interact in a circular fashion and certain processes foster particular types of learning.

adolescent groups, that is, perceptions that adolescents have of their conscious personal identity and its various components are relatively uniform across cultures and ethnic status. Though some individual variability was found among individual perceptions of cognitive structural components of personal identity, the evidence suggests that development propensities are at work in the formation of the self-concept. Contains approximately 120 references. (RJM)

ED 414 538 CG 028 198

Morse, Laura; Doran, Matt; Simonin, Danielle; Smith, Allyson; Maloney, Colleen; Wright, Cara; Underwood, Michelle; Hoppel, Andrea; O'Donnell, Shannon; Chambliss, Catherine

Preferred Psychological Internet Resources for Addressing Anxiety Disorders, Parenting Problems, Eating Disorders, and Chemical Dependency.

PUB DATE- 98

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Anxiety; *Drug Addiction; *Eating Disorders; Family Problems; *Information Sources; Mental Disorders; Online Systems; Parent Materials; *Rating Scales; Research Tools; Substance Abuse; *World Wide Web

Although the Internet offers information about psychological problems and support resources for behavioral health problems, the quality of this information varies widely. So as to offer guidance in this area, preferred sites pertaining to anxiety disorders, parenting problems, eating disorders, and chemical dependency were analyzed. A total of 365 web sites were evaluated, chosen randomly from the Internet. After reviewing the appropriate clinical literature for each of the problem areas being addressed, the nine raters assessed each site's potential as a psychological resource for those in need. After ratings were completed, raters selected the preferred sites. Three sites from each category are summarized here. The top sites for anxiety disorders exhibited various strengths, ranging from support ideas, to clarity, to evaluation, to encouragement. The three parenting sites were chosen due to their abundance of parenting resources and their many suggestions for obtaining further information. All three sites for eating disorders were rated as having the most complete coverage overall, providing comprehensive surveys of important topics within a search. The last category of sites, chemical dependency, offered a variety of services and information, including on-line 12-step meetings and user-friendly interfaces. (RJM)

ED 414 539 CG 028 200

Barrett, Dean John

The Development of Cognitive Schemata in Children (Birth to 12 Years Old) of Depressed Parents: A Review of the Literature.

PUB DATE- 97

NOTE- 73p.; Doctoral Research Paper, Biola University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)

DESCRIPTORS- *Behavior Development; Child Development; Children; Cognitive Development; Cognitive Style; *Depression (Psychology); Elementary Education; Literature Reviews; *Parent Influence; Preschool Education; *Schemata (Cognition) enter third grade. The six schools, while different in size, location, and socioeconomic makeup, each emphasize: early intervention; a balanced, consistent teaching approach by all teachers; 30 minutes daily of one-to-one reading work tailored to each child's learning style; reading at home with parents; and community involvement. Every school program described in the booklet makes reading part of everything the children do during the school day, stresses accountability for students and teachers, and provides in-depth professional training and support. All school programs reported drops in the need for remedial and special education services, and all have scored "impressive" gains in standardized tests since refocusing instruction on early literacy. (Contains 8 charts of data.) (RS)

ED 414 558 CS 012 981

Reid, Ethna R.
Keyboarding, Reading, Spelling (KRS) Validation Study.
PUB DATE- 87
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Educational Diagnosis; Elementary Education; *Instructional Effectiveness; *Keyboarding (Data Entry); Language Skills; *Reading Improvement; *Reading Skills; *Spelling; Student Motivation

The major developmental goal of the Keyboarding, Reading, Spelling (KRS) program was to teach reading and language skills to elementary school students by integrating computer assisted instruction with an instructional method which: is superior to existing programs; takes maximum advantage of the computer's potential; and teaches keyboarding and computer usage skills. The KRS program incorporates systematic instruction in reading and language skills, diagnosis of student learning needs, monitoring, criterion referenced mastery tests, and intrinsic motivation. Teachers wishing to implement the KRS program attend a one- to two-day seminar. A pre-post comparison group design was used to assess the KRS program on each of four outcomes (reading, language, keyboarding, and computer operations). Classes from two schools in the Murray City Schools (Utah) were assigned at random to either the treatment or comparison condition. Grades one, three, and five from one school, and grades two, four, and six from another school received KRS instruction. Results indicated that in the four months of treatment, KRS students grossly out-gained the scores posted by the normative group. Results also indicated that KRS students demonstrated meaningful improvements in the keyboarding and computer operation skills. (RS)

ED 414 559 CS 012 982

Reid, Ethna R.
Enriching a Child's Literacy Environment (ECLE).
PUB DATE- 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; Childrens Literature; Comparative Analysis; Early Childhood Education; *Enrichment

IDENTIFIERS- Composition Theory; Faculty Attitudes; *Writing
Intensive Courses

The relationship between writing-across-the-curriculum (WAC) programs and the first-year writing program has always been a delicate one. Although some WAC requirements have been formalized, faculty participation in programs is still largely voluntary. At Cornell University (New York), for example, teachers must require at least 6 and no more than 14 formal writing assignments. Qualifications required to teach a writing-intensive course and those required to teach the introductory writing course are not necessarily the same. A question to be raised is whether those in other disciplines possess the necessary education to teach writing, including understanding the theoretical issues that undergird writing instruction. Replacing freshman composition with seminars taught by faculty from departments across campus is not a realistic option for most colleges in America. Writing Across the Curriculum can be promoted without equating the rhetorical knowledge of those who teach writing-intensive courses with that of the composition faculty. (CR)

ED 414 578 CS 216 098

Maxwell, Martha, Ed.
When Tutor Meets Student. Second Edition.
PUB DATE- 94
NOTE- 293p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Cultural Differences; Higher Education; *Peer Teaching; Teacher Student Relationship; Tutorial Programs; *Tutoring; *Tutors; *Writing Instruction
IDENTIFIERS- Collaborative Learning; *Tutor Role; University of California Berkeley

This book presents 53 firsthand experiences of peer writing tutors. Each story explores a particular tutoring issue, from working with a quiet student to tutoring a student with a learning disability. Each tutor writes candidly in an informed and sensitive manner about successes and failures as partners in the collaborative learning process. Practical guidance is offered in how to work with a shy student, one with little sense of organization, a student with personal problems, to one lacking self-confidence. Discussion questions, particularly valuable in helping tutors focus on critical points of each tutorial, follow each account. Following an introduction, chapters in the book are: (1) The Tutor's Role; (2) The Tutor as Writer and Reader; (3) Increasing Confidence; (4) Cultural Diversity; (5) Check Your Assumptions at the Door; and (6) Tutors Learn from Tutoring Too. Contains 16 references and 16 items for further reading. Appendixes include a brief historical description of the University of California, Berkeley peer tutoring program; brochures; syllabi; information for tutors; evaluation forms; and advice to students on writing. (RS)

ED 414 579 CS 216 099

Clark, Beverly Lyon
Talking about Writing: A Guide for Tutor and Teacher Conferences.

perceptions of writing; (2) teaching assistants and their discursive preferences; and (3) possible limitations in the program's approach toward portfolio assessment. The study began with the examination of narration, persuasion, and analysis papers from six freshman portfolios. These papers were analyzed to identify "salient patterns" that might indicate a writer's using a discursive form to satisfy a particular paper assignment. Results indicated that the narration assignment elicited the "story form"; all essays were written in the first person, and all featured a narrator who was struggling to make sense out of something. Most of the persuasive papers found students speaking through objective, third-person narrators. For the analysis paper, the approach that most students took was less analytical than argumentative. Findings revealed a great deal about how the students perceived academic writing, what teachers valued in the portfolios, and the limitations of the program's portfolio requirement as it was then designed. Findings suggest that, because students lacked a text type for completing the analysis assignment, they mediated between a familiar kind of academic writing and the new writing situation. Findings also suggest the value of conducting more and even wider analysis of the material collected in portfolios. (Contains four references.) (CR)

ED 414 598 CS 216 118

Write On! Business Writing for Textile Workers. Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 61p.; Funded by National Workplace Literacy Program Grant.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Adult Programs; Business Correspondence; *Business English; Course Content; Course Descriptions; *Curriculum Development; Curriculum Guides; Language Usage; Learning Modules; Lesson Plans; *Professional Training; Resumes (Personal); *Student Needs; *Writing Instruction; Writing Skills
IDENTIFIERS- *Textile Occupations

This curriculum package presents a curriculum guide, the lesson plan, handouts, transparencies, tests, and evaluation forms for use by instructors in customizing a course on business writing for workers in the textile industry. The introduction describes how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process. The curriculum guide provide a quick view of all the major components of the curriculum--using appropriate mechanics of standard English; writing information in a clear, logical form; taking telephone messages accurately; recording information on work forms, charts, and graphs; writing short notes and/or simple memos; organizing information into a brief written report; writing letters; and writing resumes. The lesson plan contains the detailed explanation of the activities referenced on the curriculum guide. Handouts and transparencies used in teaching the course follow the lesson plan. The curriculum package concludes with evaluation forms differently in different parts of the country. Headteachers did not view exclusion as an effective sanction, and mentioned a variety of inschool alternatives. Some pupils felt that they were unfairly treated, being singled out as troublemakers because of gender, socioeconomic status, or family background. Good home-school relations are vital. Recommendations are offered for central government, local authorities, and schools. There was a consensus on the need for national guidance setting out generally agreed and accepted educational principles against which exclusion policy and practice could be judged. Two tables are included. (LMI)

ED 414 617 EA 028 787

Handbook for Public Participation in Education.
PUB DATE- 97
NOTE- 124p.; Product of North Carolina School Improvement Panel.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Accountability; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Performance; *Public Schools; *State Legislation; *State Standards; Strategic Planning
IDENTIFIERS- *North Carolina

The North Carolina School Improvement Panel was created in August 1995 to frame a single plan for improving public education in North Carolina by pulling together the four major reform initiatives already under way in the state. The resulting plan, as presented to the State Board of Education in 1997, has four priorities: high student performance; safe and orderly schools; quality teachers, administrators, and staff; and effective and efficient operation. This handbook is designed to help forge a common understanding and build a sense of urgency about improving public education in North Carolina. Chapter 1 examines the changing social and economic context and explains why change in the state's educational system is necessary. Chapter 2 describes negative perceptions about public schools and chapter 3 offers reasons for continuing to support public schools. Chapters 4 through 11 provide information about the School Improvement Panel, the ABCs Plus legislation (North Carolina's Strategic Plan for Excellent Schools), the New ABCs of Public Education, new state standards, the "JobReady" initiative, the Excellent Schools Act, school-based management in the state, and work of the School Improvement Panel. Plans for public engagement and community building are outlined in the 12th chapter. Appendices list additional programs, resources, and School Improvement grants, and provide information about educational improvement and the state's Total Quality Education program. (Contains nine references). (LMI)

ED 414 618 EA 028 788

Severson, Lynda K.; Hyle, Adrienne E.
An Explanatory Case Study in Change: Year-Round Education and Change.
PUB DATE- 97
NOTE- 45p.; Paper presented at the Annual Meeting of the University Council of Educational Administration (Orlando, FL, Oct 31-Nov 2, 1997).
LANGUAGE- English

dilemma and analyzes projections of future workplace needs. Chapter 2 describes the consequences of the current economic trend. The Chapter 3 counters the charge that public education is to blame for economic downturn and drop in standard of living in the 1980s and 90s. Chapter 4 discusses whether job-expansion strategies are feasible, and chapter 5 argues that American corporations could afford to expand job opportunities if they wanted to. High-performance work organizations and their different approaches to employees are described in chapter 6. Chapter 7 asks whether the schools can provide the kind of high-tech, knowledge works an expanded job market will demand. Chapter 8 describes exemplary practices of high schools and colleges in preparing students for the job market. Chapter 9 calls for more sophisticated professional-development programs, with an emphasis on professional-development schools. Twenty tables and chapter endnotes are included. (LMI)

ED 414 636 EA 028 812

Reimers, Fernando; McGinn, Noel
Informed Dialogue: Using Research to Shape Education Policy Around the World.
PUB DATE- 97
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Dissemination; Organizational Communication; Policy Analysis; *Policy Formation; *Research Utilization; Theory Practice Relationship

This book is about how the process of deciding about education, or education policymaking, can be informed by research-based knowledge. Part 1 offers three chapters that attempt to clarify the central issues caught up in the problem of knowledge utilization--why there is so little utilization of research in educational policymaking, how research should be conducted, the ways in which policymaking has been conceptualized, and the actors involved in the policymaking process. Three chapters in part 2 lay out the major perspectives on utilization of research knowledge in education--policy dialogue as communication and persuasion, as negotiation, and as participation and organizational learning. The six chapters in part 3 present case studies of research utilization in educational policymaking as they occurred in Colombia, Egypt, El Salvador, Honduras, Namibia, and Paraguay. Part 4, the concluding chapter, lays the foundation for a heuristic model that identifies nine situations, or moments of action, for educational change. (Contains 167 references). (LMI)

ED 414 637 EA 028 813

Fennell, Hope-Arlene
A Passion for Excellence: Stories of Three Women in Leadership.
PUB DATE- 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Education Research Association (AERA) (Chicago, IL, April 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Critical Theory; *Educational

Statistical Analysis; Tables (Data)
IDENTIFIERS- National Education Longitudinal Study 1988

Over the past 15 years a body of research has investigated organizational transitions in adolescent development. Researchers studying school transitions exclusively ask whether significant transition affects students' social and psychological development. To test the presence of transition effects, researchers have typically observed mean differences on certain observed outcomes between the students who experienced school transition and those who did not. This paper shows that much more could be learned about organizational transitions if investigators change their operational definition of transition effects from "mean difference" to "an effect being in a transition group." The new definition changes the research question from "whether" to "how much," and accounts for the uncertainties of transition effects as well as the outcome under investigation by multilevel modeling. The paper demonstrates multilevel modeling by analyzing longitudinal data from NELS:88 to identify the effects of between-school transitions on student self-esteem. The final sample for this paper was composed of 483 students in 100 middle schools and 113 high schools, who were observed at the 8th and the 10th grades. The analyses show the estimates of transition effects and identify the components of transition effects, the effects of individual background variables, past and present organizational characteristics, and the interaction effects between past and present organizations. Multilevel modeling also allows investigation of the interaction effects between individual backgrounds and school characteristics. Twelve tables and 3 figures are included. (Contains 19 references). (LMI)

ED 414 657 EA 028 851

Lashway, Larry
Measuring Leadership.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrator Evaluation; Administrator Selection; Elementary Education; *Evaluation Criteria; Job Performance; *Leadership; *Measurement Techniques; *Principals; Professional Development

Principals have two reasons to wonder about the whole concept of leadership. First, they are responsible for identifying leadership in others; and second, they must be analytical and reflective about their own capabilities. Consequently, there is always demand for valid and reliable measurement of leadership qualities. This issue reviews recent publications that address issues involved in measuring and evaluating leadership. The publications are: (1) "Measurements of Personality and Leadership: Some Relationships" (Frederick C. Wendel, Allan H. Schmidt, and James Loch); (2) "Assessing Leadership and Measuring Its Effects" (Richard L. Hughes, Robert C. Ginnett, and Gordon J. Curphy); (4) "Performance Appraisal and Selection of School Leaders: Selection Processes and Measurement Issues" (Kenneth Leithwood, Paul T. Begley, and J. Bradley Cousins); and (5) "Using Multi-Raters in Superintendent Evaluation"

(2) that all students with disabilities should go to regular schools, the "full inclusion" position. Parents are reminded that inclusion is an option, that their child has a right to inclusion (despite possible resistance by school authorities), but that inclusion might not be appropriate for all children with hearing losses. Identified among the benefits of inclusion are: being able to live at home, opportunities for communication with the hearing world, opportunities for learning the standards of the hearing world, and availability of a wider range of academic or vocational programs. The identified limitations of inclusion are: the potential for isolation from teachers and peers, fewer opportunities for direct instruction, limited opportunities for direct interaction with peers and professional support staff, and limited availability and quality of support staff. Parents are provided with suggestions about questions to consider before choosing the inclusion option. (DB)

ED 414 676 EC 306 021

Gilliam, Judith; Easterbrooks, Susan
Educating Children Who Are Deaf or Hard of Hearing: Residential Life, ASL, and Deaf Culture. ERIC Digest #558.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Sign Language; *Deafness; Decision Making; Elementary Secondary Education; *Grouping (Instructional Purposes); *Partial Hearing; *Residential Schools; Social Integration; *Special Schools; *Student Placement
IDENTIFIERS- *Deaf Culture; ERIC Digests

This digest uses a question-and-answer format to address some issues in the possible choice of a residential school for children who are deaf or hard of hearing. The importance of the residential school experience in the context of Deaf culture is addressed, as are other issues such as characteristics of students attending residential schools and how the residential school helps a deaf individual become a member of the Deaf culture. Benefits of residential school placement are identified, including providing the student with a sense of belonging, ability to group students homogeneously, and exposure to deaf adults. Limitations of residential placement are also noted, such as separation from family and the mainstream culture, and a less rigorous curriculum. (DB)

ED 414 677 EC 306 022

Hawkins, Larry; Brawner, Judy
Educating Children Who Are Deaf or Hard of Hearing: Total Communication. ERIC Digest #559.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *At Risk Persons; Autism; Behavior Problems; Cerebral Palsy; Child Abuse; Communication Disorders; *Disabilities; Downs Syndrome; *Early Identification; *Early Intervention; Hearing Impairments; Interpersonal Competence; Mental Retardation; Neurological Impairments; *Outcomes of Education; Parent Attitudes; Parent Child Relationship; Parents with Disabilities; Premature Infants; Prenatal Drug Exposure; Preschool Education; Prevention; Program Development; *Program Effectiveness; Social Networks; Visual Impairments

This book reviews research on the effectiveness of early intervention for children with disabilities or who are at risk. Program factors for children at risk and with disabilities, the effects of early intervention on different types of disabilities, and the outcomes of early intervention are explored. Chapters include: "Second-Generation Research in the Field of Early Intervention" (Michael J. Guralnick); "The Effectiveness of Early Intervention for Disadvantaged Children" (Donna Bryant and Kelly Maxwell); "Earliest Intervention for Preterm Infants in the Newborn Intensive Care Unit" (Heidelise Als); "Early Intervention for Low-Birth-Weight Infants and the Path to Second-Generation Research" (Clancy Blair and Craig T. Ramey); "Early Intervention for Children at Risk for Neuromotor Problems" (Amy L. Pakula and Frederick B. Palmer); "Early Intervention for Children Prenatally Exposed to Alcohol and Other Drugs" (Heather Carmichael Olson and Donna M. Burgess); "The Effects of Early Intervention on Maltreating Parents and Their Children" (Douglas Barnett); "The Effectiveness of Early Intervention for Children of Parents with Mental Retardation" (Maurice A. Feldman); "Early Intervention for Children with HIV Infection" (Herbert J. Cohen and others); "The Effectiveness of Providing Social Support for Families of Children at Risk" (Keith Crnic and Elizabeth Stormshak); "Evaluating the Effectiveness of Curriculum Alternatives for Infants and Preschoolers at High Risk" (Donald B. Bailey, Jr.); "Influencing Parent-Child Interactions for Children at Risk" (Kathryn E. Barnard); "The Effectiveness of Early Intervention for Children with Down Syndrome" (Donna Spiker and Marita R. Hopmann); "Early Intervention in Autism" (Geraldine Dawson and Julie Osterling); "The Effectiveness of Early Intervention for Children with Cerebral Palsy and Related Motor Disabilities" (Susan R. Harris); "The Effectiveness of Early Intervention for Children with Communication Disorders" (Lee K. McLean and Juliann Woods Cripe); "Early Intervention for Families of Preschool Children with Conduct Problems" (Carolyn Webster-Stratton); "The Effectiveness of Early Intervention for Deaf Children and Children with Hearing Loss" (Rosemary Calderon and Mark Greenberg); "The Effectiveness of Early Intervention for Children with Visual Impairments" (Philip Davidson and Gayle Harrison); "Influences of Social Support on Children with Disabilities and Their Families" (Carl J. Dunst and others); "The Effectiveness of Specific Educational/Developmental Curricula for Children with Established Disabilities" (Mary Beth Bruder); "Parent-Child Interaction Intervention When Children Have Disabilities" (Jeannette A. McCollum and Mary Louise Hemmeter); "Designing Early Intervention Programs To Promote Children's Social Competence" (Michael J. Guralnick and Brian Neville); "Two Generations of Family Research in Early Intervention" (Marty Wyngaarden Krauss); and "Are Parents' Beliefs about Their Children with Special Needs a Framework for Individualizing Intervention or a Focus of Change?" (Cathryn with learning and behavioral difficulties. The introduction features information on identifying students with learning and behavioral differences, in-class intervention, referrals, and communication with parents. This part is followed by three sections on strategy development: (1) academic considerations and strategies for elementary teachers, including information on listening and following directions, reading skills, written expression, resources, advanced writing skills, basic math skills, advanced math skills, and elementary case studies; (2) academic considerations and strategies for secondary teachers, including information on literacy skills, numeracy skills, tests/exams, and note taking, and additional case studies; and (3) behavioral considerations, including classroom engagement strategies and behavioral case studies. A number of suggestions are presented for most concerns, so that teachers can select strategies which suit both the student and the structure of the classroom. A list of 43 resources for teaching children with learning and behavior problems is provided. Appendices include material on using the key vocabulary technique, sight words, teaching students with "b" and "d" reversals, spelling rules, editing, error monitoring, reading strategies, study strategies, incentive programs, self-monitoring, time management, student behavioral contracts, and transition planning. (CR)

ED 414 713 EC 306 085

Farrell, Daniel T.
Investigation of Level Systems in Classrooms for Students with Emotional and Behavioral Disorders.
PUB DATE- 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Disorders; *Behavior Modification; Classroom Environment; Classroom Techniques; Elementary Secondary Education; *Emotional Disturbances; Generalization; Incentives; Inclusive Schools; Interpersonal Competence; Interviews; *Program Effectiveness; *Reinforcement; Rewards; *Teacher Attitudes; Teacher Surveys; Transfer of Training
IDENTIFIERS- *Level Systems

A survey of 172 teachers of students with emotional and behavioral disorders (EBD) investigated the extent of level system use in special education classrooms, characteristics of teachers and students who use level systems, characteristics of level system operation, teacher perceptions of level system effectiveness, and their satisfaction with level systems. The design of the 29-item survey included a critical analysis of level system literature, a review by experts in behavioral management to establish content validity, a pilot test, and participant interviews to acquire feedback. Results found that the majority of teachers in all service delivery models except non-categorical resource rooms use level systems. Teachers included major components of level systems suggested in the literature, such as rewards and reward schedules; consequences; definitions of levels; and criteria for placement, advancements, and graduation. Students who generally had poor peer relationships were felt to be behaviorally and academically successful in level systems in special classes but unsuccessful in returning to regular classrooms. Because of the extent of level-system use in classes for students with EBD and the failure of most students to return successfully to regular number of different identities and goals, either simultaneously or at different points in time. Contains 12 references. (MSE)

ED 414 734 FL 024 848

Garza, Thomas J.; Watzke, John L.
Inter-level Articulation: Toward a Process-Focused Model for Russian Language Programs.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- *Articulation (Education); *College Second Language Programs; *Curriculum Design; High Schools; Higher Education; Interdisciplinary Approach; *Learning Processes; Program Design; Program Development; *Russian; Second Language Programs

A discussion of articulation in second language education programs looks at issues in the transition of language learners from one educational institution to another, particularly from the secondary level to higher education, and proposes a process-oriented model for addressing these issues. It first defines the terminology of articulation (horizontal, vertical, interdisciplinary) and outlines the common models used for each kind of articulation. Four decades of literature and research in this area are then reviewed, focusing on the evolution of professional thought on articulation from product to process orientation. Suggestions for successful program implementation are offered. Finally, process-focused recommendations are made for organizing and planning Russian language programs. Contains 60 references. (MSE)

ED 414 735 FL 024 927

Martin, Pierre
Manuel de phonologie fonctionnelle (Manual of Functional Phonology).
PUB DATE- 97
NOTE- 261p.
LANGUAGE- French
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Contrastive Linguistics; *Descriptive Linguistics; Diachronic Linguistics; Foreign Countries; Language Research; *Language Role; *Language Variation; *Linguistic Theory; Phonetics; *Phonology; Suprasegmentals

The textbook, entirely in French, is an introduction to functional phonology. The first six chapters present the basics of functional phonology, insisting on the specific aspects of this approach for the description of languages. Principles and procedures of synchronic analysis are outlined and illustrated through many examples. Chapter 7 is devoted to dynamic synchrony and diachrony. The general structure and functioning of phonological systems are examined in chapter 8, with examples drawn from a number of languages. Chapter 9 gives a brief summary of the history of phonology, and chapter 10 addresses a problem of a more epistemological nature, the theoretical foundations of phonology as part of a model of language. Because the textbook is also a workbook, exercises pertaining to many languages are included, with answers factors influencing creation of ISL vocabulary include compounding, technology, and borrowing from English. Establishment of education for the deaf, creation of finger spelling, and development of initialized signs to aid instruction through signing have also influenced the direction of vocabulary creation. Contains 11 references. (MSE)

ED 414 757 FL 024 952

Bailey, Richard W.
Images of English: A Cultural History of the Language.
PUB DATE- 91
NOTE- 340p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Diachronic Linguistics; *English; Foreign Countries; *Language Attitudes; *Language Role; *Language Variation; *Regional Dialects; Social Influences; Sociocultural Patterns; *Standard Spoken Usage
IDENTIFIERS- *World English

An exploration of the history and status of the English language around the world focuses on how beliefs and attitudes have shaped and continue to shape the role of the language. An introductory section examines how perceptions of standard English have paralleled a tendency toward increased linguistic intolerance in the twentieth century. Subsequent chapters address historic aspects and linguistic varieties of English: early stages in the rising prestige of English worldwide (16th century); awareness of the value of language and increasing creative use of English (17th century); export of English; assertion of the language's superiority abroad; linguistic change and borrowing in the context of other cultures; the language's role in the post-colonial world; efforts to improve English to enhance its image; idealization of the language; fears about decline; and a summary of attitudes and attitude changes concerning English over the centuries. Contains 482 references. (MSE)

ED 414 758 FL 024 954

Wennerstrom, Ann
Techniques for Teachers: A Guide for Nonnative Speakers of English.
PUB DATE- 89
NOTE- 226p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Brainstorming; *Classroom Communication; Classroom Techniques; Cultural Awareness; Definitions; Diagrams; Discussion (Teaching Technique); *English (Second Language); *Foreign Students; Graphs; Higher Education; Independent Study; Interpersonal Communication; *Language Patterns; Language Role; Problem Solving; Pronunciation Instruction; Questioning Techniques; Second Language Instruction; *Teacher Student Relationship; *Teaching Assistants; Videotape Recordings; Workbooks
IDENTIFIERS- *Nonnative Speakers; Summarization

The workbook, with accompanying videotapes, is a complete English language course developed as a core text for an international as required by law. NSLDS was authorized under the 1986 Higher Education Act amendments as a means to improve compliance with repayment and loan-limitation provisions, and to help ensure accurate information on student loan indebtedness and institutional lending practices. The testimony maintains that the Department of Education has made only limited progress in integrating NSLDS with other systems, largely because the department has not developed an overall systems architecture, which has allowed the proliferation of individual stand-alone systems. Although information can be shared among systems, the process is cumbersome, expensive, and inefficient. It is recommended that the Department of Education develop and enforce a department-wide systems architecture by June 30, 1998, and that all information technology investments made after that date conform to this architecture. A table outlines student financial aid systems contract costs over the last 5 years. A list of 12 related General Accounting Office publications is included. (MDM)

ED 414 780 HE 030 580

Noel, Melvina
Affirmative Action in Higher Education: Three Approaches to the Issue.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Admission Criteria; *Affirmative Action; *Blacks; *Educational Attitudes; *Educational Policy; *Higher Education; Journal Articles; Racial Attitudes; Racial Differences; Racial Factors

Affirmative action remains one of the most controversial of social policies in complex democracies. Altman and Promise (1995), in their article entitled "Affirmative Action: The Law of Unintended Consequences," focuses on the phenomenon that almost every action of government, no matter how well intentioned, has unexpected results. They suggest that "institutional hypocrisy" and "intellectual mush" are the two unintended consequences of affirmative action. Spence (1993), in "Affirmative Action at Mid-Life," maintains that the most repeated and least substantiated criticism of affirmative action is that it undermines merit selection. He suggests that affirmative action merely adds race, ethnicity, and gender as additional criteria that may be used in choosing among the qualified. Cross (1994), in "What If There Was No Affirmative Action in College Admissions?," uses statistics to support his case for affirmative action. He concludes that under strict merit-based admissions, based solely on Scholastic Assessment Tests scores, blacks would obtain only about 1.5 percent of all admissions to the top U.S. colleges and universities, denying the majority of black students now enrolled at such schools the top-quality education they are receiving. (MDM)

ED 414 781 HE 030 582

Statewide Program Evaluation: A Reexamination.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Instruction; *College Programs; Educational

have grown only slightly in constant dollars over the past year and decade, while average awards have declined sharply. An appendix contains two tables that provide basic program statistics back to 1963-64. (MDM)

ED 414 801 HE 030 694

Gladieux, Lawrence E.; Toon, Tracy Hartzler; Swail, Watson Scott
California Trends in Student Aid: 1990 to 1996.
PUB DATE- 97
NOTE- 53p.; For previous report, see ED 382 082.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; Educational Policy; *Educational Trends; Family Income; *Federal Aid; *Grants; Higher Education; Paying for College; *State Aid; *Student Financial Aid; *Student Loan Programs; Student Loan Programs; Tables (Data); Trend Analysis
IDENTIFIERS- *California; Family Education Loan Program; Federal Direct Student Loan Program; Pell Grant Program; Stafford Student Loan Program

This report presents data on the amount and types of financial assistance available to help students pay the costs of attending postsecondary institutions in California between 1990-91 and 1995-96, with some trend data going back to 1977-78. Sixteen charts and 12 tables update data on undergraduate student fees for California public colleges and universities; public institution fees as a share of household income; student aid by source; statewide trends in aid; aid to students at public and independent nonprofit institutions; the number of Federal Family Education Loan Program (FFELP) and Ford Direct Student Loan Program (FDSLP) loans; the average size of Stafford loans; Cal Grant distribution; Pell Grant distribution; institution-based aid; and state funding of University of California and California State University Aid. The report concludes that policymakers need to get the price of higher education under control, increase need-based financial aid, sharpen priorities for investment in student aid, and undertake a thorough review and reappraisal of the student-aid delivery system. (MDM)

ED 414 802 HE 030 695

Transfer of Students among New Mexico's Postsecondary Institutions. Report of Activity during the 1996 Calendar Year.
SPONS. AGENCY- New Mexico State Legislature, Santa Fe. Legislative Education Study Committee.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Transfer Students; Core Curriculum; Educational Policy; Higher Education; *Public Colleges; State Boards of Education; *State Regulation; *Transfer Policy; *Transfer Programs
IDENTIFIERS- *New Mexico; New Mexico Commission on Higher Education

This report examines transfer policies and processes for students among New Mexico colleges and universities. Nearly 9,000 students transferred from one institution to another within the interdisciplinary program of classical readings in six required courses. Although originating in the college's senior symposium, the current program's emphasis is on remedying the dichotomy between basic skills and interdisciplinary knowledge, and especially on the development of effective oral and written communication and critical thinking skills across the four-year curriculum. Faculty offering the Lynchburg College Symposium Readings (LCSR) courses are trained in five-day preservice workshops and at periodic inservice workshops during the academic year. The project has resulted in development of a faculty handbook, several workshops, and publication of a cross-curricular journal of student and faculty essays inspired by the readings. Students and faculty report increased student understanding, improvement in written and oral communication skills, and a stronger sense of community. Individual sections of the report provide an executive summary, a project overview, and a description of the project's purpose, background and origins, characteristics, and results. Among 10 appendices are the list of classical readings, evaluation reports by 3 evaluators, a reprint from the National Review describing the program, and several proposals for the program at the freshman level. (DB)

ED 414 821 HE 030 801

Handbook of Accreditation. Second Edition.
PUB DATE- 97
NOTE- 240p.; For previous edition, see ED 376 786.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Accreditation (Institutions); Accrediting Agencies; Agency Role; College Outcomes Assessment; Colleges; Disclosure; Educational Change; *Eligibility; Higher Education; Institutional Characteristics; *Institutional Evaluation; Organizational Change; Peer Evaluation; *Policy; Program Evaluation; Quality Control; Reports; School Visitation; Self Evaluation (Groups); *Standards
IDENTIFIERS- *North Central Accrediting Association

This handbook contains accreditation information from the North Central Association of Colleges and Schools Commission on Institutions of Higher Education, including general institutional requirements, criteria for accreditation, and policies on educational change. Chapters include: (1) "Introduction to Voluntary Accreditation and the Commission"; (2) "Affiliation with the Commission" (forms of affiliation, institutional obligations, sanctions, record of status and scope); (3) "General Institutional Requirements" (purpose and relationship with the criteria); (4) "Criteria for Accreditation" (patterns of evidence and definitions of the five criteria); (5) "Institutional Evaluation for Improvement" (self-study process and reports); (6) "Peer Review as a Form of Evaluation and Self Regulation" (the consultant-evaluator corps); (7) "Logistics for Evaluation Visits" (institutional and team preparations, conducting the visit); (8) "The Team Report and Recommendation" (audiences, writing responsibilities, report structure, role of the Record of Status and Scope (RSS) and preparation and submission; (9) "Review Processes and Commission Action"; (10) "The Evaluation Process: Charts, Timelines, and Samples"; (11) "Other Monitoring Visits" (focused evaluations, special cases); (12)

teaching behaviors and student learning outcomes was assessed with 24 faculty members at 4 institutions in New Jersey. This model, known as "Partners in Learning" involved: faculty pairs who observe one another's class, partner meetings to discuss shared experience in the classroom, several interviews with at least three students, and meetings with other faculty participants on campus to discuss experiences. Data on learning outcomes, teaching behaviors, and collegial interactions were collected for three years at four diverse institutions in New Jersey. Students completed pre- and post-tests which examined their preference for class structure and teaching style, their interactions with faculty, student changes resulting from the course, and academic skill development. Faculty were evaluated at least three times per semester to document clarity, enthusiasm, interaction, organization, pacing, disclosure, and rapport. Syllabi were examined, and faculty attitudes about their classroom experiences were surveyed. While no discernible increase in student academic achievement was found, the data indicate enhanced faculty understanding of student learning, improved relationships with colleagues, and increased changes in classroom teaching. Appendices include: student pre- and post-tests, classroom observation protocols, a syllabus checklist, and a faculty survey. (SW)

ED 414 838 HE 030 824

Puri, Yash R.
Enhancing Business Education Using an Integrated Core Curriculum.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Administration Education; Case Studies; College Juniors; *Core Curriculum; Course Objectives; Experiential Learning; Higher Education; Integrated Curriculum; Interdisciplinary Approach; Learning Activities; Problem Solving; *Skill Development; Student Educational Objectives; Teamwork; *Theory Practice Relationship; *Undergraduate Study
IDENTIFIERS- *University of Massachusetts Lowell

An integrated and multidisciplinary undergraduate core curriculum (COMCORE) was developed and implemented between 1992 and 1995 at the University of Massachusetts Lowell's College of Management. Traditional business core courses were replaced with a year-long integrated program, which simulated a new-product development process, and consisted of nine credit-hours each in the fall and spring semesters. Program objectives were to provide knowledge (at a level comparable to junior-year business students) of methodologies associated with business functional areas and to integrate this knowledge by requiring student teams to apply concepts to a practical business problem or process that cuts across functional areas. Additional objectives were to enhance student writing and oral presentation skills, expose students to electronic communications, and encourage team-building skills. While comparisons with a national sample of business school students showed comparable functional area knowledge was acquired by students in both groups, students in COMCORE developed a more integrated view of business processes and acquired better general business skills than those in traditional programs. Extensive appendices include: core curriculum assessment ultimately, to improve student learning outcomes. The project involved the development of annual week-long seminars on the teaching of freshman courses in composition, speech, history, and mathematics. Emphasis was on objective specification, syllabus development, and evaluation; basic teaching methodology, methodologies of particular disciplines, and new classroom technology were among the topics covered. Results of the project include an instructionally oriented course development and assessment model, and common course syllabi in all four subject areas, in addition to several others in the Department of English. Appended are: workshop agendas, a journal article, a sample of the course development assessment worksheet, an AAHE Assessment/Continuous Quality Improvement Conference program, workshop schedules, English Department Assessment Data Analysis and Assessment Workshop materials, and a freshman composition syllabus. (CH)

ED 414 857 HE 030 847

Kecht, Maria-Regina; Long, Richard P.
Eurotech: An International Program in Engineering at the University of Connecticut. Final Report, 1993-1996.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 241p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Second Language Programs; Communicative Competence (Languages); Cooperative Programs; Corporate Support; Cross Cultural Training; Cultural Awareness; Curriculum Design; *Engineering Education; *Experiential Learning; Foreign Countries; *German; Higher Education; *Integrated Curriculum; Interdisciplinary Approach; *Internship Programs; Language Fluency; Modern Languages; Partnerships in Education; School Business Relationship; Student Centered Curriculum; Undergraduate Study; Universities; Work Experience Programs
IDENTIFIERS- Austria; Double Majors; *Germany; University of Connecticut Storrs

This final report describes a project at the University of Connecticut-Storrs, begun in 1993, to create a 5-year interdisciplinary, undergraduate, double-degree program, combining a bachelor of science in engineering with a bachelor of arts in German. The program, called Eurotech, is intended to provide students with practical, integrated foreign language study that not only links academic training and industry experience but also links technical preparation with experiential learning. The report notes that 3 years into the program, a foundation has been created for a learner-centered curriculum that stresses experiential learning and links academic training with industry experience. Evaluations include collecting information on students enrolled, finding out how much they are achieving, and assessing the program itself. Linguistic and professional preparation are supported by a variety of activities that promote cross-cultural awareness. Report sections include a project overview; purpose; background and origins; project description (instruction; promotion/recruitment; collaboration with industry); evaluation and project results; and summary and conclusions. Extensive

Analysis; Educational Objectives; *Educational Practices; *Educational Trends; *High Schools; Leadership; Occupational Clusters; *School Restructuring; Tech Prep; Trend Analysis; Two Year Colleges; Urban Areas; *Urban Education; *Vocational Education

A purposeful sample of four comprehensive urban high schools involved in educational restructuring initiatives was analyzed to determine how each site has implemented educational restructuring efforts and how vocational education fits into those restructuring efforts. The four sites studied were as follows: Bryan High School in Omaha, Nebraska; Humboldt Secondary Complex in St. Paul, Minnesota; Mayfield High School in Las Cruces, New Mexico; and West Charlotte High School in Charlotte, North Carolina. The sites were selected on the basis of four criteria: membership in the Urban Schools Network; presence of regular and vocational offerings; presence of school-restructuring activities; and interest in participation. Data were collected through the following methods: onsite observations; interviews with key stakeholders (teachers, students, parents, administrators, employers, and others); and review of pertinent documents and records. At three sites, economic viability appeared to be the primary motive for restructuring. Societal equality appeared to be the primary motive for restructuring at the fourth site. No school had addressed the need to evaluate the impact and outcomes associated with restructuring. Vocational education's involvement was related to the following: infusion of Perkins funding, development of integrated courses, tech prep, school-to-work activities, career academies, and the implementation of a career planning portfolio program for all students. (Contains 10 references.) (MN)

ED 414 408 CE 075 101

Philosophies of Policy Development and Implementation in Technical and Vocational Education. Report on UNESCO/UNEVOC Regional Expert Group Meeting (Auckland, New Zealand, April 2-9, 1995).

PUB DATE- 95

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Reports - General (140)

DESCRIPTORS- Adult Education; Curriculum; Developing Nations; *Educational Cooperation; *Educational Policy; Foreign Countries; *International Cooperation; *International Educational Exchange; *Policy Formation; Postsecondary Education; Quality Control; School Business Relationship; Secondary Education; Strategic Planning; Teaching Methods; *Vocational Education

IDENTIFIERS- *Asia Pacific Region

This report begins with an outline of key issues in policy development and implementation in technical and vocational education (TVE). It sets forth the bases of policy development and implementation, the purpose of TVE, contextual factors that affect policy development and implementation. The following values significant in policy determination are described: learning should be holistic; learning should be an inalienable right; education programs should be monitored for quality; new technologies should be responsibly introduced and used to enhance learning; and TVE respects traditional personal values. Principles guiding implementation are listed under these topics: curriculum, instruction, training materials and bibliography were selected from the ERIC (Educational Resources Information Center) database on DIALOG), the World Wide Web, and the Florida School-to-Work Clearinghouse database. (KC)

ED 414 426 CE 075 324

Wilson, Sarah A.; Daley, Barbara
Fostering Humane Care of Dying Persons in Long-Term Care. Guidebook for Staff Development Instructors.
PUB DATE- 97
NOTE- 56p.; Funded by the Open Society Project on Death in America.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Allied Health Occupations Education; *Caregiver Role; *Caregivers; Communication Problems; Grief; *Helping Relationship; Hospices (Terminal Care); Individual Needs; Inservice Education; Learning Modules; *Long Term Care; Nurses; Nurses Aides; Nursing Homes; Pretests Posttests; Self Evaluation (Individuals); Staff Development; *Terminal Illness
IDENTIFIERS- Pain Control; Spiritual Needs; Spirituality

This guide is intended for staff development instructors responsible for inservice education on the topic of fostering humane care for dying persons in long-term care. The introduction discusses the guide's development based on input from administrators, staff, and families of residents in long-term care facilities and focus group interviews in which more than 157 nursing staff and administrators discussed care of the dying in long-term care. Presented next is a pretest examining participant's attitudes toward and knowledge about death and dying in long-term care. Five learning modules are included: separate learning modules on managing pain and promoting comfort are presented for nurses and certified nursing assistants and modules on family and staff support in grief, spiritual needs of the dying, and communication problems. Each module contains some or all of the following: description of the module content; module objectives; content outline to be used in presentations or discussions with staff; references; and self-assessment questions. Reference lists included in 3 modules contain a total of 60 references. Concluding the guide are a posttest and a brief supplemental reading list. (MN)

ED 414 427 CE 075 327

Cornell, Sylvia Ryce
It All Begins at Home: Welfare to Work Programs that Create and Nurture Learning Environments for At Risk Students.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Work Now and in the Future Conference (Portland, OR, November 4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economically Disadvantaged; Education Work Relationship; Employment Programs; *High Risk Students; Job Placement; Program Effectiveness; School Holding Power; Secondary Education; Success; *Welfare Recipients; *Welfare

staff, recipients were generally aware of the time limits and believed they were real. Recipients did not raise the subject of time limits on their own but, when asked, rated their anxiety as high. To varying degrees, staff in all three states felt that the time limit had helped to create a sense of urgency and to change the focus and content of their jobs. Most recipients said that the time limit did not play a central role in shaping their actions. Recipients tended to view the time limit as a one-time deadline for leaving welfare. (An appendix describes background, methodology, and participant characteristics.) (YLB)

ED 414 446 CE 075 361

Imel, Susan
Web-Based Training. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Computer Assisted Instruction; *Computer Uses in Education; Educational Principles; *Educational Trends; Internet; Learning Theories; *Training Methods; Trend Analysis; *World Wide Web

The term "web-based training" (WBT) is emerging to distinguish the use of the World Wide Web as a training and education tool from other applications. In 1996, about $100 million of the $7 billion spent on training in the United States was spent on WBT. According to estimates, the amount spent on WBT will increase more than 20-fold in 5 years. In discussions of the differences between WBT and traditional computer-based training (CBT), real-time WBT (in which instructors use the Web to extend the reach of the classroom) has been differentiated from nonreal-time WBT (which is created in a traditional CBT authoring system and simply downloaded from the Web so that students take the instruction at their leisure). It has been emphasized that, for WBT to be effective, it must be like CBT, but better. Critics of behaviorist learning do not want to see CBT replicated in WBT. The idea of using cognitive-based theories as the basis for designing WBT is emerging in the literature. Although WBT is still in its infancy, it has shown great promise. (Contains an annotated bibliography of 18 publications and addresses of 3 WBT-related websites.) (MN)

ED 414 447 CE 075 362

Brown, Bettina Lankard
Portfolio Assessment: Missing Link in Student Evaluation. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Career Education; Educational

was much larger--7.2 million. Single people, females, minorities, and persons with less education tended to have higher underemployment rates. The magnitude of Type II underemployment highlighted the need for further work to refine these estimates. (Contains 10 references.) (YLB)

ED 414 465 CE 075 388

Public Libraries and Adult Independent Learners. Final Report of the PLAIL Project.
PUB DATE- 96
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; *Computer Uses in Education; Delivery Systems; Educational Needs; Educational Technology; Foreign Countries; *Independent Study; *Information Technology; Instructional Materials; International Cooperation; International Educational Exchange; Needs Assessment; Pilot Projects; Program Development; Program Effectiveness; *Public Libraries; Standards; Technological Advancement
IDENTIFIERS- *European Union; Portugal; Spain; United Kingdom

The Public Libraries and Adult Independent Learners (PLAIL) Project was conducted in the United Kingdom, Portugal, and Spain to identify the following: needs of adult independent learners; services required to meet those needs; extent to which those services rely on existing and new technology; and skills and competencies required to provide the services. The major project activities were as follows: research into the library needs of adult independent learners; development and definition of key standards and competency levels relating to the core skills of public libraries serving adult learners; and development, production, and delivery of pilot training materials in a range of media and delivery mechanisms. Among the PLAIL Project's major outputs were the following: clear statement of standards and competency levels for public libraries working within this area of activity; recommendations regarding efficient and effective use of new technology to enable libraries to achieve new standards and levels of service; guidelines on public libraries' training needs in responding to adult independent learners; and dissemination program across the wider European Community. (Appended are the following: PLAIL Project deliverables, CD-based digital interactive multimedia solutions, dissemination activities and exploration strategy, and a 203-item bibliography.) (MN)

ED 414 466 CE 075 394

Lyons, Nona; Evans, Linda
Portfolio: A Tool for Self-Directed Learning at Work.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Self-directed Learning: Past and Future Symposium (Montreal, Quebec, Canada, September 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Case Studies; *Education Work Relationship; *Independent Study; *Lifelong Learning; Partnerships in Education; *Portfolio Assessment; Portfolios (Background Materials); Program Development; *Workplace Literacy
IDENTIFIERS- Maine (Portland)

promotion and skin care; reinforcing the input of others; and creating and sustaining a suitable environment for rehabilitation. Both rehabilitation practice and the nurse's role were relatively impoverished, but there was considerable potential to improve the situation through adopting a more holistic conceptualization of rehabilitation recognizing the need to incorporate a longitudinal element reflecting the concerns of users and carers over time. Course curricula failed to give systematic consideration to issues related to chronic illness/disability and to a generic or a specific nursing role within rehabilitation. (Contains 410 references.) (YLB)

ED 414 483 CE 075 421

Norman, Ian J.; Redfern, Sally J.; Bodley, Denise; Holroyd, Sue; Smith, Clive; White, Edward
The Changing Educational Needs of Mental Health and Disability Nurses.
PUB DATE- 96
NOTE- 327p.; A separately published volume of "Research Highlights" with the same title containing an abstract of the project, the method and major findings is attached.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Clinical Experience; Educational Change; *Educational Needs; Educational Research; Foreign Countries; Labor Market; *Learning Disabilities; *Mental Health; Models; *Needs Assessment; *Nurses; *Nursing Education; Teaching Methods; Teamwork
IDENTIFIERS- Great Britain

A study identified and explored the changing educational needs of mental health and learning disability nurses in Britain following the 1990 National Health Service and Community Care Act. A literature review focused on service developments in mental health and learning disability nursing and changes in education. Interviews were conducted with 147 stakeholders at 6 sites. Requirements for skilled practice for mental health and learning disability nurses were identified. These requirements and implications for education were categorized under seven themes: working with others; clinical practice; learning formats; user enablement and empowerment; responding to the market and service priorities; values; and impact of new models of care. For each theme, findings were grouped into those that pertained to both mental health and learning disability nurses, followed by those that emerged for each group separately. Implications for education were as follows: curriculum content that emphasized clinical assessment at the individual, family, and community level; clinical knowledge and supervised practice that enhances self-assessment, self-confidence, and initiative; student exposure to different service delivery models; role development; and managing change. Five models of educational preparation were identified. Two were independent of each other: specialist and generic. The other three were variations of these two: pragmatic, unity-of-nursing, and social care. (Appendixes contain 235 references, site descriptions, instruments, and data.) (YLB)

ED 414 484 CE 075 422

Bergen, A.; Cowley, S.; Young, K.; Kavanagh, A.
An Investigation into the Changing Educational Needs of Community Nurses with Regard to Needs Assessment and Quality of Care in the Context of the NHS and Community Care Act, 1990.

Reeve, Fiona; Gallacher, Jim; Sharp, Norman; Osborne, Michael; Land, Ray; Whittaker, Ruth; Dockrell, Richard; Neal, Peter
The DEAL Project. Developing Employment-based Access to Learning. Final Report.
SPONS. AGENCY- Scottish Enterprise, Glasgow.
PUB DATE- 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Programs; *Continuing Education; *Education Work Relationship; Educational Quality; Employer Employee Relationship; *Experiential Learning; Foreign Countries; Higher Education; Information Technology; Lifelong Learning; Models; *Partnerships in Education; Portfolios (Background Materials); Program Development; Program Effectiveness; Program Implementation; *School Business Relationship; Social Work; Student Certification; Work Experience Programs
IDENTIFIERS- *United Kingdom

The DEAL (Developing Employment-based Access to Learning) project evolved from a Scottish access to education initiative as a vehicle for enabling workers and their employers to benefit from continuing education through work-based learning. Through DEAL, educational institutions in the United Kingdom have formed partnerships with a number of employers in the public and private sectors. Employers are involved in all aspects of program design, including provision of candidate support structures and assessment mechanisms. Four programs have resulted from implementation of the DEAL model: a bachelor's degree in postqualifying social work; a flexible route to the diploma in social work; a portfolio access program; and a work-based learning program for information technology. A process was developed for implementing the DEAL model within small and medium enterprises. Eight issues emerged as critical for the DEAL model, including the following: lifelong learning; the nature of academic and employer partnerships; employers as "champions" of their employees; the types of employers interested in DEAL; dual accreditation; and quality assurance within work-based learning. (The bibliography lists 18 references. Appended are the following: lists of members of the project's support committees; Scottish Credit Accumulation and Transfer framework; and list of acronyms. (MN)

ED 414 502 CE 075 473

Dedrick, Angie; Mitchell, Graham
Community Capacity and Resource Mapping: Model Development.
PUB DATE- 94
NOTE- 71p.; For related documents, see CE 075 474-475.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Community Action; *Community Coordination; Community Development; *Community Health Services; Community Planning; *Community Resources; Community Surveys; Cooperative Planning; *Data Collection; Foreign Countries; Health Promotion; *Information Utilization; Models; Pilot Projects; Program Implementation; Public Health; Questionnaires; Well Being
IDENTIFIERS- *Alberta; *Capacity Building

This document explains the use of a model for mapping community capacity and resources that was developed by the community

Reciprocally, the types of client skill, knowledge, and attitude can be identified. This process allows for continual appraisal of client-change intervention. Likewise, the scope of evaluation must expand to include data that counselor and clients already collect on a regular basis, such as client self-monitoring data, homework data, goal attainment scaling, and other measures. Finally, evaluation models should assess the informal observations counselors and clients use to indicate whether or not they are on the right track. A diagram illustrates the interactive nature of counseling. (RJM)

ED 414 520 CG 027 047

Busque, Guy
A Measurement Model for Employment Counseling: ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Canadian Studies; *Career Counseling; *Career Development; Career Education; Career Guidance; Careers; Counseling Services; Counseling Techniques; Counselor Evaluation; Counselor Performance; *Employment Counselors; Evaluation; *Evaluation Criteria; Foreign Countries; Formative Evaluation; Intervention; Job Satisfaction; Models
IDENTIFIERS- Canada; ERIC Digests

Employment counseling is a set of interventions designed to help clients identify and resolve issues in employment-related decisions. This digest examines Canada's measurement model which was designed to enhance understanding of counseling's function. The model uses four employability dimensions: (1) career/occupation decision making; (2) skills enhancement; (3) job search; and (4) employment maintenance. In theory, these dimensions are sequential. Clients should make occupational choices prior to undertaking training programs. However, counselors are expected to assist clients with any employability issue. To assess progress, results are gathered at three stages of the counseling process. In stage one, goal setting and achievement, up to nine goals can be set and measured in each of the four employability dimensions. Stage two, outcome, assesses three possible outcomes after service termination. And in the third stage, impact, indicators of impact of service on clients are measured. Although much quantitative data has been recorded, more such analysis is anticipated. Also, a better tracking system is being developed for human and financial resource allocation in order to determine if employment counseling services are cost effective. Similarly, a monitoring guide for employment counseling services is under preparation and service standards for employment counseling are being developed. (RJM)

ED 414 521 CG 027 048

Long, Bonita C.
Stress in the Work Place: ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.

IDENTIFIERS- Cognitive Frameworks

One of the ways in which children of depressed parents are affected is in the area of cognitive schemata. In cognitive behavioral theory, schemata drive emotions and therefore influence behavior. Subsequently, a better understanding of the cognitive schemata of children of depressed parents is attempted in this paper. It offers a review of the theoretical literature on schema development, empirical literature on children of depressed parents, discusses the intersection of the two, and how research and theory influence each other. Most of the research here focuses on children from the ages of birth through four years old. Results indicate that the parenting process is truncated by depression in either parent, affecting the child's attachment and influencing the development of cognitive schemata of the child. Some of the other factors that affect the development of cognitive schemata of children of depressed parents included the child's own brain activity and the relational environment of the home where the child lives. It seems that children of depressed parents are forced into self-sufficiency beyond their capabilities, and so they experience a sense of failure before they are capable of processing disappointment. Fear also plays a large role in their cognitive schemata. (RJM)

ED 414 540 CG 028 201

Smith, Karen Ledbetter
Group Treatment of Adult Survivors of Childhood Sexual Abuse: A Literature Review.
PUB DATE- 97
NOTE- 69p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Adult Children; Child Abuse; *Counseling Effectiveness; *Counseling Techniques; Elementary Secondary Education; Group Counseling; *Group Therapy; *Literature Reviews; Research Needs; *Sexual Abuse; Victims of Crime
IDENTIFIERS- *Sexual Abuse Survivors; Yalom (Irvin)

Although group treatment techniques have gained substantial support for their use in the remediation of the effects of childhood sexual abuse (CSA), little empirical research has been performed on this subject. So as to assess the status of this treatment form, a review of the empirical research on group treatment of CSA is presented in this report. Following a synopsis of the methodological issues, such as sampling, instruments used, and data analyses, results of the review are grouped according to the focus of the research efforts: the characteristics of clients who complete group, the effectiveness of time-limited groups, the relative importance of Yalom's curative factors, and the impact of specific group interventions. Suggestions for further research in this area include the following: use of controlled studies; use of larger samples (including both men and women of diverse ethnic minority groups and varied socioeconomic background); further investigation of specific therapeutic techniques; review of treatment length and format; and exploration of the complementary roles of group and individual therapy for adult survivors. Clinical implications of the findings are also discussed. Contains approximately 175 references. (RJM)

ED 414 541 CG 028 202

Schutt, Donald A., Jr.; Brittinghars, Kenneth V.; Perrone, Philip

Activities; *Family Environment; Inservice Teacher Education; Instructional Effectiveness; Language Acquisition; Music; *Parent Education; Psychomotor Skills; Thinking Skills
IDENTIFIERS- Bayley Scales of Infant Development; Print Awareness

The Enriching a Child's Literacy Environment (ECLE) program was designed to establish a model for teaching parents, teachers, and other care providers how to develop the oral language, thinking abilities and motor skills of young children (ages six months to three years). ECLE trainers instruct the parents or other care providers by first modeling with children each activity in the program and, then, through discussion and lectures. The program's curriculum involves large muscle coordination, small muscle coordination, sensory stimulation/oral language development, print awareness, children's literature, number awareness, music and rhythm, and concept development. Pre- and post-treatment group measures were contrasted with those from an equivalent comparison group (1992-93) and with normative data. The tools selected to measure projected growth were the Mental and Motor subscales of the Bayley Scales of Infant Development. Subjects were five separate groups of students enrolled in the program from 1998 to 1993. Results indicated that, on average, for every month in the program, ECLE children showed two months of growth relative to the normative group. (Contains 7 tables of data.) (RS)

ED 414 560 CS 012 983

Reid, Ethna R.
Exemplary Center for Reading Instruction (ECRI) Validation Study.
PUB DATE- 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Inservice Teacher Education; Preservice Teacher Education; Program Effectiveness; *Reading Instruction; *Reading Skills; Special Needs Students; Spelling Instruction; Study Skills; Teacher Behavior; *Teacher Education; Writing Instruction

The goal of the Exemplary Center for Reading Instruction (ECRI) is to improve elementary and secondary students' ability to use their language--to read fluently and with expression, to understand what they read and hear, and to use this understanding so they can communicate effectively. ECRI is a pre- and in-service program for teachers to learn to teach word recognition skills, vocabulary, comprehension, study skills, spelling, penmanship, proofing, creative and expository writing, and literature. ECRI's teaching methods focus on individualized instruction techniques and positive reinforcement. Teachers teach reading and other language skills using dialogues or directives that have been written so that their teaching is efficient and utilizes strategies that are multisensory and sequential. Criterion-referenced tests of mastery are written for the reading and/or content materials and are administered as students complete various activities. Per-student costs are approximately $10.72 for start-up, with negligible costs thereafter. Evaluation of the impact of ECRI was conducted at 11 sites in 1990 and at 6 sites in 1996 as part of school district testing programs using standardized achievement tests. Results indicated "exemplary" gains for almost every regular education, special needs, and special education group. The combination of a comparison group design with norm-referenced measures and the consistency and size of

PUB DATE- 85
NOTE- 238p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College English; Grammar; Higher Education; *Rhetoric; *Student Needs; Teacher Student Relationship; *Tutoring; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Process Approach (Writing); *Teacher Student Conferences; Writing Contexts

This book is intended to serve as a comprehensive guide for those English teachers and tutors, peer or professional, who face the challenge of one-on-one writing instruction. Written in a conversational style, the guide addresses the questions of "what" and "how" to tutor, and includes numerous illustrative excerpts from the journals of practicing tutors. It is based on the idea that one-on-one instruction, a tradition as old as Socrates, has, for some time, been experiencing a revival among those involved in the teaching of writing. The emphasis on writing as a process, rather than merely a product, has helped create a need for such individualized instruction, one that must acknowledge that student writers--and their individual processes--differ greatly. Following an introduction, chapters are: (1) Setting Priorities; (2) Generating Ideas; (3) Organizing, Drafting, and Reworking; (4) Improving Grammar, Mechanics, Usage, Style; (5) Special Writing Problems; (6) Evaluating Writing; (7) Coach or Dictator?; (8) Getting Started; (9) Down to Business; (10) Constraints on Conferences; (11) Problems with Attitudes and Feelings; (12) Evaluating Tutoring; (13) Journals; (14) The Perils of Tutoring; and (15) Reaching a Broader Audience. Exercises, sample essays for evaluation, and a selected bibliography are included. (NKA)

ED 414 580   CS 216 100

Aiex, Nola Kortner
Collaborating on a Newspaper in the Elementary Classroom. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Class Activities; Classroom Environment; *Cooperative Learning; Elementary Education; *Journalism; Student Developed Materials; *Student Development; *Student Publications; Teacher Role; *Writing Skills
IDENTIFIERS- *Adviser Role; Collaborative Writing; ERIC Digests; Scholastic Journalism

This Digest recounts the varied experiences, for both elementary school students and teachers, of producing a classroom newspaper. In the particular instance discussed in the Digest, for the students, it was a chance to collaborate with their peers, to pursue their own special interests, and to see their work published. For the teacher-adviser, it was a chance to watch the students put the newspaper together bit by bit, appreciate the newspaper when it is printed, and wait for the used in development of a learner's Individual Education Plan (IEP), which provide for the collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in the curriculum package. (RS)

ED 414 599 CS 216 119

Gessell, Donna A.
Teaching the Topography of Gretel Ehrlich's Grammar.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; Classroom Techniques; *Grammar; Higher Education; Instructional Improvement; Sentence Structure; Writing Improvement; *Writing Instruction; *Writing Strategies
IDENTIFIERS- *Ehrlich (Gretel); Grammatical Consciousness Raising; Professional Writing; Stylistics; *Writing Style

When writing, few students have any concept that word placement affects the content of their writing. They seldom rework their papers at the sentence level in order to assure that their grammar reflects and enhances their content. Recognizing the relationship of grammar to meaning, composition researchers are reasserting the place of grammar in the teaching of writing. One helpful exercise is to show students how professional writers make grammar work to enhance meaning. Exploring the grammar of Gretel Erlich's "Wyoming: The Solace of Open Spaces," students learn the importance of syntactic choices to making meaning. For example, topography of the land is mirrored in the word placement in a sentence. A paragraph images the landscape with its grammar, binding the individual components together into a whole, the sum of the parts of the description much larger than the parts themselves. Teaching stylistic grammar can be an integral part of the composition class. Because students analyze grammatical constructions in context, they learn how syntactical choices enhance content, making meaning. They make meaning of grammar, understanding its significance. (Contains six references.) (CR)

ED 414 600 CS 216 120

Langston, Camille, A.
Telling Stories without Textbooks: World Wide Web as Classroom Text.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Higher Education; Learning Strategies; Literature; Online Searching; Online Vendors; Student Development; Textbooks; *World Wide Web; Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS- *Computer Assisted Writing; Learning Environment

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; Administrator Role; Change Agents; *Change Strategies; *Educational Change; Elementary Education; Institutional Mission; *Leadership; School Schedules; *Year Round Schools

Successful change results when two conflicting realities--organizational initiation of change and implementation of change at the individual level--are linked. The Southwest Educational Development Laboratory (SEDL 1995) has proposed a set of six "sacred" administrative strategies that foster the link: (1) Create a context conducive to change; (2) develop, articulate, and communicate a vision for school improvement; (3) plan and provide materials, resources, and needed organizational arrangements; (4) provide training, support, and professional development; (5) assess, monitor, and evaluate progress and needs; and (6) provide continuous assistance, consultation, reinforcement, and problem solving. This paper presents findings of a study that examined the ways in which one elementary school changed to a Year-Round Education (YRE) program. Using interviews, direct observations, and a review of school records, the study found that the principal was able to link the institutional focus during adoption of YRE to the necessary individual focus during the implementation of YRE. The principal used strategies consistent with those recommended by the SEDL and were critical to implementation of the change. However, the six strategies need to be augmented by actions that meet the needs of the particular situation and setting. Finally, continuation of a change is beyond just the power of the principal. The continuation of YRE and the ultimate fate of that program lies in the hands of the school board and central administration. Two tables are included. (Contains 16 references). (LMI)

ED 414 619 EA 028 790

Hausman, Charles S.; Goldring, Ellen B.
Parent Involvement and Satisfaction in Magnet Schools: Do Reasons for Choice Matter?
PUB DATE- 97
NOTE- 40p.; Paper presented at the Annual Convention of the University Council for Educational Administration (Orlando, FL, October 31-November 2, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Magnet Schools; *Parent Attitudes; *Parent Participation; Parent School Relationship; *Satisfaction; *School Choice; Socioeconomic Background

Magnet schools remain the most widespread form of school choice. This paper explores the relationship between parents' reasons for choice and their level of satisfaction and involvement with their chosen magnet school. The study involved 18 elementary magnet schools in 2 large urban school districts. A survey was sent to all parents with fifth-grade children in the sample schools. A total of 1,689 parents (65 percent) responded. Findings indicate that: (1) parents selected magnet schools for a wide variety of reasons and were highly satisfied with their chosen schools; (2) parents' reasons for choice and perceived influence over school decisions were important predictors of satisfaction with the school; and (3) parents' reasons for choice, perceived influence over school decisions, income, and

Administration; Elementary Secondary Education; Females; Feminism; Foreign Countries; *Leadership; *Leadership Styles; Phenomenology; *Women Administrators
IDENTIFIERS- *Ontario

The Canadian Ministry of Education with support from school boards and teachers' federations, had hoped to see 50% of all positions of responsibility in school be undertaken by women before the year 2000. This paper discusses the meanings that three exemplary women principals gave to leadership and the ways in which they enacted leadership in their school contexts. Data were collected through six indepth interviews with each of six women principals in a large urban school board in northwestern Ontario, Canada. The interviews were conducted at 3-month intervals over a period of 2 school years. The paper reports on three of the principals. The women administrators had been principals for at least 1 year, had been successful and innovative teachers, and had other administrative experience. They were concerned with empowering teachers and students; establishing and maintaining strong instructional priorities; encouraging the social, cultural, and emotional development of students, student-student, and student-teacher relationships; and providing teachers with support and feedback. The findings lend support to the interpretive and functional perspective, which examines how leaders interpret and help their coworkers to tell their own stories and to view their school as unique. (Contains 38 references). (LMI)

ED 414 638 EA 028 814

Finn, Chester E. Jr.; Bierlein, Louann A.; Manno, Bruno V.
Charter School Accountability: Findings and Prospects. Fastback 425.
PUB DATE- 97
NOTE- 59p.
LANGUAGE- English
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Accountability; *Charter Schools; *Educational Assessment; Elementary Secondary Education; *Evaluation Problems; Free Enterprise System; Government School Relationship; Outcomes of Education; *Public Schools; *School Organization; State Legislation; State Regulation

TThe creation of publicly financed but relatively independent public charter schools may be the most vibrant force in American education today. This fastback presents findings of a national study that examined the outcomes of charter schools. Data were collected through site visits to 43 charter schools in 7 states (Arizona, California, Colorado, Massachusetts, Michigan, Minnesota, and Wisconsin); case studies conducted at 35 of the charter schools; and 700 interviews with individuals in those schools and communities. Data for 1996-97 show that one-half of charter-school students are members of minority groups. Founders of charter schools encountered several barriers to starting up, including: special-needs students, finance, time for planning, staffing, the unaccustomed features of being public schools, regulatory hurdles, and interest-group opposition. The booklet offers examples of accountability mechanisms in various states and findings of other studies. A dilemma for charter-school administrators is that sometimes a discrepancy exists between curriculum and state evaluation. Policymaking options for failing charter schools are also described. (LMI)

ED 414 639 EA 028 815

(Richard P. Santeusanio). (LMI)

ED 414 658 EC 305 825

Algozzine, Bob; Morsink, Catherine V.
A Study of Instruction in Self-Contained Special Education and Regular Classrooms. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 89
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; Classroom Observation Techniques; Classroom Techniques; Discipline; Elementary School Teachers; Elementary Secondary Education; Emotional Disturbances; Inclusive Schools; Individualized Instruction; Instructional Effectiveness; Learning Disabilities; *Mainstreaming; *Mild Disabilities; Mild Mental Retardation; Questioning Techniques; Regular and Special Education Relationship; Secondary School Teachers; *Special Classes; Special Education; *Special Education Teachers; Teacher Competencies; *Teacher Effectiveness; Teaching Styles

This study compared self-contained and regular classrooms for the quantity and quality of instruction provided to students classified as emotionally disturbed, learning disabled, and educable mentally retarded. The study compared 22 effectiveness indicators within 6 modifiable dimensions of instructional variables: (1) questioning style, (2) classroom climate, (3) academic learning style, (4) individualization, (5) teaching style, and (6) classroom management. Observations in 45 special classes were compared with a sample from a database of 1500 observed regular classes using the Classroom Observation Keyed for Effectiveness Research observation system. No differences between regular and special education teachers were found in three indicators: teachers' ability to work with varied groups, to give clear directions, or to use positive reinforcement. Significant differences were found on 19 other effectiveness indicators. Differences favored regular class teachers in three dimensions: questioning style, classroom climate, and academic learning style. Differences favored special education teachers in two measures of individualization. Most teaching style differences favored regular class teachers. For the dimension of classroom management, regular classes showed more evidence of effective management, but special educators assisted students with error correction more. Tables present details of the study's findings. (Contains 41 references.) (Author/DB)

ED 414 659 EC 305 851

Brownell, Mary
Coping with Stress in the Special Education Classroom: Can Individual Teachers More Effectively Manage Stress?. ERIC Digest #E545.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Skills; Communication (Thought Transfer); *Deafness; Decision Making; Elementary Secondary Education; Interpersonal Communication; *Manual Communication; *Partial Hearing; *Speech Communication; *Total Communication
IDENTIFIERS- ERIC Digests

This digest uses a question-and-answer format to address issues that parents should consider when thinking about the total communication (TC) approach for a child who is deaf or hard of hearing. Total communication is explained as the use of any/all modes of communication (manual, oral, auditory, and written) depending on the needs of the child. Use of TC by hearing parents and teachers usually involves combining speaking and signing. Benefits of the TC approach are noted, such as its ability to open all avenues and modes of communication for the deaf child and its demonstrated effectiveness in fostering the child's psychosocial, linguistic, and academic development. Limitations of TC include poor results when inadequately implemented, problems arising from the inherent differences between spoken and visual communication, and difficulties in individualization. Parents are provided with a list of questions to ask before choosing the total communication option. (Contains 10 references.) (DB)

ED 414 678 EC 306 023

Knoll, James A.; Obi, Sunday C.
An Analysis of Inclusive Education in Eastern Kentucky: Final Project Report.
SPONS. AGENCY- Morehead State Univ., KY.
PUB DATE- 97
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Delivery Systems; *Disabilities; Educational Legislation; Educational Practices; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; Questionnaires; *Regular and Special Education Relationship; *Resource Room Programs; Social Integration; State Legislation; Surveys; *Teacher Attitudes
IDENTIFIERS- *Kentucky (East); *Kentucky Education Reform Act 1990

This study surveyed educators in 30 school districts in Eastern Kentucky to examine the extent to which a grassroots movement toward inclusive schooling is developing, as well as teacher attitudes toward the Kentucky Education Reform Act (KERA) of 1990. Of the 3,393 questionnaires distributed, 651 were returned from 65 (of 178) schools. Generally speaking, teachers were divided in their assessment of the effectiveness of KERA reforms and also divided on their attitudes toward inclusion. Almost 81 percent reported that they have students with disabilities in their classrooms. Only 28 percent of these students spend the entire day with their peers and over 56 percent spend an hour or more each day out of the mainstream setting. Regular educators consistently reported lacking a close collaborative working relationship with special educators and that the dominant model for special education delivery continues to be a pull out or resource room approach. Many recommended practices appear to be implemented merely because "the state says we need to do this." The study finds the

Booth). (Individual chapters include references.) (CR)

ED 414 695 EC 306 041

Disabled Persons Bulletin: Global Workshop on Children with Disabilities (Washington D.C., February 5-7, 1997). Background.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Children; *Childrens Rights; *Disabilities; *Family Needs; Foreign Countries; Integrated Services; *International Cooperation; *International Educational Exchange; *International Organizations; Parent Participation; Public Policy; Social Cognition

This newsletter theme issue focuses on the Global Workshop on Children with Disabilities, which was designed to promote a multisectoral dialogue to secure and expand opportunities for children with disabilities and their families to be included on equal terms in global economic and social development. The opening statements of Stephen F. Mosle from the Academy for Educational Development, Ambassador Benny Kimberg from the Danish International Development Assistance organization, Fay Chung from UNICEF, and John Langmore from the United Nations Secretariat are summarized. Information from working groups and concurrent sessions on the following topics is summarized: (1) family involvement for children with disabilities; (2) coordinating services for economic development; (3) coordinating services for social development; (4) public awareness and information sharing; and (5) protection and rights of children with disabilities. Statements from the Commission for Social Development, a group of non-governmental organizations relating to disability, the head of the Belgian mission of Doctors Without Borders, and a representative of DA International are included. (CR)

ED 414 696 EC 306 042

Parker, Harvey C.
ADAPT: Attention Deficit Accommodation Plan for Teaching. Teacher Accommodation Planbook and Student Planbook.
PUB DATE- 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attention Deficit Disorders; *Behavior Change; *Classroom Techniques; Elementary Secondary Education; Interpersonal Competence; Intervention; *Self Evaluation (Individuals); *Self Management; *Student Evaluation; Teaching Guides
IDENTIFIERS- *Academic Accommodations (Disabilities)

This student workbook and accompanying teacher's guide are designed to help children with attention deficit disorders (ADD). The Attention Deficit Accommodation Plan for Teaching (ADAPT) teacher planbook guides the teacher in evaluating the students' areas of difficulty. This evaluation is the basis for the design and implementation of classroom accommodations classes, further research regarding level systems is urged. (Contains 51 references.) (Author/CR)

ED 414 714 EC 306 086

Students with Intellectual Disabilities: A Resource Guide for Teachers.
PUB DATE- 95
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Modification; Case Studies; *Classroom Techniques; Curriculum Design; Educational Resources; *Educational Strategies; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; Individualized Education Programs; *Mental Retardation; Paraprofessional School Personnel; Parent Teacher Conferences; Questioning Techniques; Scheduling; School Community Relationship; Teaching Methods; Transitional Programs; Work Experience
IDENTIFIERS- *Academic Accommodations (Disabilities); British Columbia

This resource guide provides information and strategies for teaching students with mental retardation. The introduction discusses the nature of intellectual disabilities, preparing to teach students with intellectual disabilities, individual educational plans, and student transitions. The next section provides strategies for teachers on: (1) fostering inclusion; (2) adapting curriculum; (3) modifying curriculum; (4) deciding on individual goals; (5) scheduling for individualized goals; (6) reporting to parents; (7) explaining different expectations; (8) balancing teacher time and energy; (9) working with a teacher assistant; (10) planning with a teacher assistant; (11) promoting friendships; (12) dealing with challenging behavior; (13) getting support with challenging behavior; and (14) providing community and work experience. Lists of support organizations, professional specialist associations, and resources are provided. Appendices include: case studies of students with mental retardation and sample individual educational plans; sample questions to discuss at: the school-based team meeting, meetings with parents, and meetings with students; a description and illustration of the curriculum modification process; and a sample schedule of regular class activities. Contains a 10-item list of resource programs, a 13-item list of support organizations, 20 resource guide references, 6 ministry resources, and 33 additional resources.(CR)

ED 414 715 EC 306 087

Weber, Ellen M.
Employing and Accommodating Individuals with Histories of Alcohol and Drug Abuse. Implementing the Americans with Disabilities Act Series.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials

provided. (Author/MSE)

ED 414 736 FL 024 928

Foreign Languages in the Natural and Behavioral Sciences: A Program of Faculty Development and Curricular Integration. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavioral Sciences; *College Curriculum; *College Second Language Programs; Curriculum Development; *Faculty Development; Federal Aid; French; German; Grants; Higher Education; Immersion Programs; Instructional Materials; Interdisciplinary Approach; Library Collection Development; Material Development; *Natural Sciences; Program Descriptions; *Science Education; Second Languages; Spanish; Summer Programs
IDENTIFIERS- *Saint Olaf College MN

In a 3-year, federally-funded program, faculty at St. Olaf College (Minnesota) have developed a series of behavioral and natural science courses in which students with at least the fourth semester of foreign language do a portion of the course readings in the second language and meet once a week to discuss them in that language with the regular course instructor and a colleague from the relevant foreign language department. In addition, a limited number of immersion courses were offered. The federal grant provided support for summer course and materials development, course "overload" stipends and released time, released time for faculty language study, and library materials acquisition. By the end of the 1991-92 academic year, eight classes had been given and five repeated. Languages offered include French, German, and Spanish. The report details development and design of the program and evaluation results, and contains extensive supporting materials consisting of a faculty foreign language survey, 29 references, faculty development workshop materials, a sociology course outline, a faculty course evaluation survey, and articles about the program in scholarly journals. (MSE)

ED 414 737 FL 024 929

Jackson, K. David
Program To Expand, Enrich, Test, and Evaluate the Teaching of Brazilian Portuguese.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Second Language Programs; Conferences; Faculty Development; Higher Education; Instructional Materials; Intensive Language Courses; Language Proficiency; *Language Teachers; Language Tests; Material Development; Oral Language; *Portuguese; Program Descriptions; Program Effectiveness; Program Evaluation; Regional Dialects; Secondary School Teachers; Spanish; Speech Skills; Summer Programs; Teacher Certification; Teacher Education; *Test Construction; *Textbook Preparation; Uncommonly Taught Languages

teaching assistant training course. It is also useful as an independent study guide for foreign teaching professionals in North America who wish to improve their classroom communication skills. By watching the videos, viewers see U.S. teachers in a university classroom, actively engaged in teaching. They hear the language associated with different aspects of teaching and, by doing the activities in the workbook, learn to analyze the language of the teachers and to practice and improve their own English skills. Materials are organized into four parts: lecturing; classroom interaction; office hours; and pronunciation. In the first two parts, each unit highlights a different aspect of classroom teaching. Units on lecturing address: introductions; transitions; restating and summarizing; giving definitions; giving examples; and graphs and diagrams. Units on classroom interaction concern: student questions (simple, difficult, inappropriate); brainstorming; problem solving; discussion; and putting students to work. Part three focuses on teachers in conference with students in their offices, solving various problems. Emphasis here is on communication skills in individual encounters. The fourth part offers instruction in pronouncing consonants and vowels. (MSE)

ED 414 759 FL 024 957

Sunflower/Girasol: Spanish/English Elementary School Science Activity Curriculum. Evaluation of the Educational Efficacy of the Plant and Water Units.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Elementary Education; English; Hispanic Americans; Instructional Effectiveness; *Plants (Botany); Program Descriptions; Program Effectiveness; *Science Education; Science Instruction; *Spanish; Spanish Speaking
IDENTIFIERS- Hispanic American Students

The Sunflower/Girasol program is a Spanish/English bilingual science discovery program for Hispanic children in grades 2-6, designed to improve science instruction and educational opportunity for this group. The report describes the program's proposed activities and products, progress to date, and results of an evaluation of the first two units of the curriculum, on plants and water. The units were field tested in 1996 in 120 bilingual and mainstream grade 1-5 classrooms in six states and Puerto Rico. Results indicate enthusiasm on the part of teachers, and increased student interest and motivation. Most of the participating teachers had no training in use of the materials but found the activities easy to implement. A year later, a more controlled evaluation was conducted in four schools, in grades 3 and 4, with control groups using commercially available curricula. Results of this second evaluation were found to support the efficacy of the Sunflower/Girasol science curriculum model. (MSE)

ED 414 760 FL 024 958

Mlynarczyk, Rebecca Williams
Conversations of the Mind: The Uses of Journal Writing for Second-Language Learners.
PUB DATE- 98
NOTE- 228p.

Policy; *Higher Education; Input Output Analysis; *Outcomes of Education; *Program Evaluation; Public Colleges; *State Boards of Education; State Programs
IDENTIFIERS- *Illinois State Board of Higher Education

This paper examines the purposes and criteria of statewide program evaluations in higher education, focusing on the development of program evaluations in Illinois, and presents new statewide criteria for program approval and review. It also discusses the role of the Illinois State Board of Higher Education in approving and reviewing programs at state institutions. The paper reviews the changing nature of academic programs at colleges and universities and changing approaches to evaluating such programs. During the 1970s many states, including Illinois, selected program evaluation guidelines that focused on productivity, cost, quality, and need criteria. In recent years program evaluation efforts have become more cognizant of student outcomes and preferred academic practices criteria. New guidelines that focus on curriculum, faculty, students, and support services, are recommended to strengthen the program review and approval processes. Copies of the guidelines are appended. (Contains 15 references.) (MDM)

ED 414 782 HE 030 583

Status Report on Implementation of the Policies Recommended by the Committee To Study Affordability.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Preparation; Educational Finance; Educational Policy; Higher Education; Information Services; Master Plans; Need Analysis (Student Financial Aid); Parent Financial Contribution; *Paying for College; Public Colleges; *State Boards of Education; State Programs; Student Costs; Student Development; *Student Financial Aid
IDENTIFIERS- *Affordability; *Illinois State Board of Higher Education

This paper presents a status report on efforts by the Illinois State Board of Higher Education to implement policies to enhance academic preparation and progress among college students, assist needy students, and keep college costs affordable. The board has initiated statutory high school course requirements for admission to public universities, baccalaureate-transfer programs at community colleges, and measures to allow high school students and nontraditional students to receive college credit, all in an effort to enhance academic preparation and reduce barriers to timely degree completion. The board has emphasized student aid programs that distribute aid based on need, such as the Monetary Award Program, the state's largest need-based student financial aid program, as well as new programs, such as the Illinois Incentive for Access grant program and the Learning and Excellence Award for Persisters pilot program. Efforts have also been undertaken to enhance the quality of information available to students and their families concerning state financial aid programs and planning for college costs. Initiatives are also under way to limit the increase in college costs at several universities to the rate of inflation. At appendix provides the board's master plan policies on student affordability. (MDM) state during 1995-96, an increase of 22 percent over 1994-95. During 1996, the New Mexico Commission on Higher Education (NMCHE) adopted a regulation designed to serve as a statewide plan for facilitating program articulation and student transfer. The regulation includes the implementation of a 35-credit-hour common core of general education, the definition of 64-credit-hour transfer modules in three areas of study (business, pre-engineering, and teacher education), and the definition of a complaint procedure that can be followed when students believe that transfer decisions have been inappropriate. Measures have also been taken to improve the tracking of transfer students and to improve the transfer of credits between institutions. Two appendixes provide the text of the NMCHE regulation and the 64-credit-hour transfer modules. (MDM)

ED 414 803 HE 030 696

Legislative Report. 43rd Legislature, First Session, 1997.
PUB DATE- 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Capital Outlay (For Fixed Assets); Compensation (Remuneration); *Educational Finance; *Educational Policy; Expenditure per Student; Faculty Workload; *Higher Education; Parent Financial Contribution; Public Colleges; *State Aid; State Boards of Education; *State Legislation; State Programs; Student Financial Aid; Student Loan Programs
IDENTIFIERS- *New Mexico

This report provides an overview of legislative actions relating to higher education in New Mexico during fiscal year 1997-98. The governor signed into law approximately $485 million in appropriations from the state general fund for the operation of higher education institutions and programs in 1997-98, a decrease of 0.5 percent from the current fiscal year. The legislature supported the priority request of the New Mexico Commission on Higher Education for $2.6 million in additional appropriations to address the workload increases generated by two- and four-year institutional funding formulas, but then cut four-year instruction and general funding by 1 percent, or about $2.6 million. The governor also vetoed a compensation increase of 2 percent for higher education, public schools, and state government. State financial aid experienced some decreases, but on the whole this should not adversely affect students, since total aid expenditures were held flat to the current year. Appended are summaries of New Mexico House and Senate bills affecting higher education that passed or that did not passed.(MDM)

ED 414 804 HE 030 697

Grayson, J. Paul
Student Support for a Faculty Strike.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the Canadian Institutional Research and Planning Association (Toronto, Ontario, Canada, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

"Institutional Change" (defining, evaluating); (13) "The Commission's Candidacy Program"; (14) "Special Focus: The Commission's Federal Compliance Program" (policy and procedures); and (15) "Informing the Public" (commission and institutional disclosure). Appended are: rules of procedure, resources on higher education topics, regional accrediting bodies, state agencies in the North Central region, and information on the Commission including offices and staff, calendar, publication, terminology, and common abbreviations, an index, and an index of Commission policies. (BF)

ED 414 822 HE 030 802

Golebiowski, Zofia, Ed.
Policy and Practice of Tertiary Literacy. Selected Proceedings of the First National Conference on Tertiary Literacy: Research and Practice, Volume 1 (1st, Melbourne, Australia, March 14-16, 1996).
PUB DATE- 97
NOTE- 314p.; For Volume 2, see HE 030 803.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Ability; Case Studies; *Communication Skills; Communicative Competence (Languages); Computer Literacy; *Diversity (Student); Educational Policy; Educational Practices; *Educational Strategies; English (Second Language); Foreign Countries; Graduate Students; Higher Education; Instructional Development; Integrated Curriculum; Interdisciplinary Approach; *Literacy; Minority Groups; Remedial Programs; Rhetoric; Speech Skills; Student Characteristics; Teaching Methods; Undergraduate Students; Writing (Composition); *Writing Difficulties; Writing Strategies
IDENTIFIERS- *Australia

This selection of papers from the First Conference on Tertiary Literacy, which examined the role of literacy as a foundation for knowledge acquisition and dissemination that influences the academic success of tertiary students, presents a number of case studies of policy and practice in Australian universities. Keynote addresses included: "Tertiary Language, Literacy and Communication Policies" (R.Baldauf, Jr.); "Institutional Practices in Promoting Tertiary Literacy" (L.Parker); "Some Questions About Integrated Communication Skills" (M.Garner) and "Which Thesis Did You Read?" (B.Kamler and T.Threadgold). Papers include: (1) "The Complexities of Tertiary Literacy" (D.Absalom); (2) Mediating Cognition and Culture: A Pilot Study of the Literacy and Academic Communication Skills of First Year Commerce Students" (C.Baskin and others); (3) "How Did We Get a Literacy Problem in Research Articles?" (R.Brown); (4) "Comparing the Citation Choices of Experienced Academic Writers and First Year Students" (J.Buckingham and M.Nevile); (5) "Expectations of Academic Writing at Australian Universities" (D.Bush); (6) "Teaching Difficulties Associated with Variability in Student Working Memory Capacity" (P.Casey); (7) "Peaks and Pitfalls of a Tertiary Communication Policy" (J.Catterall and R.Martins); (8) "The Teaching of Communication Skills in a Health Science Faculty" (M.Clugston); (9) "The Development of Information Literacy in Undergraduate Programs" (M.Coombs and J.Houghton); (10) "Critical Practice and Undergraduate Students" (H.Farrell and others); (11) "Literacy in the Disciplines: Giving Academics a Language to Talk About Language" (G.Ferguson); (12) "Tertiary Literacy: Case Study Research into the Literacy Policies, Definitions and Practices of Four Disciplines within a University" (M.Fiocco); (13)

questions, a questionnaire of core competencies, case materials, and a writing style guide. (SW)

ED 414 839 HE 030 825

Rice, R. Eugene
The Forum on Faculty Roles and Rewards.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; Agenda Setting; *Clearinghouses; *College Faculty; Conferences; Coordination; *Diffusion (Communication); Educational Responsibility; Faculty Publishing; Higher Education; *Information Sources; Job Satisfaction; Linking Agents; *Noninstructional Responsibility; Professional Associations; Publications; Research Opportunities; Rewards; Scholarship; Teacher Attitudes; *Teacher Role; Work Environment

The Forum on Faculty Roles and Rewards, a project of the American Association for Higher Education, reexamined faculty priorities and reward structures. The Forum sought to assist campuses interested in reexamining faculties' role in teaching, research, and service by addressing three interrelated problems during the three-year grant period: (1) defining roles and activities worthy of faculty time and energy, (2) developing a mechanism for assuring quality performance in these areas, and (3) dealing with bureaucratic forms of accountability and the "productivity agenda." The Forum framed and articulated an agenda; gathered educational leaders in national conferences; and pursued ways to reach a larger audiences. In addition to the national conference, the Forum stimulated smaller meetings, demonstration projects, networking, and publication. The first conference was attended by 564 campus leaders from 42 states and the District of Columbia; the second conference involved 634 participants; the third conference drew 858 participants, including 87 campus teams; conferees represented 14 institutions or systems. Its clearinghouse offers 158 campus documents from 39 states, as well as hundreds of articles; there have been over 800 requests for resources, speakers, and general information. (Contains 40 references). (SW)

ED 414 840 HE 030 826

White, Patrick E.
The Saint Mary's Woman: toward Intellectual Leadership.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *College Students; High Risk Students; Higher Education; *Intellectual Development; Intervention; *Leadership Training; Single Sex Schools; Student Participation; *Womens Education; Workshops
IDENTIFIERS- *Saint Marys College IN

This two-year project at Saint Mary's College, a women's college appendices include samples of technical content in German, samples of activities in computerized modules; cultural questionnaire, syllabi, journal articles, brochures, resource lists, and evaluation forms. (CH)

ED 414 858 HE 030 849

Hare, Paul G., Ed.
Structure and Financing of Higher Education in Russia, Ukraine and the EU. Higher Education Policy Series 41.
PUB DATE- 97
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Accreditation (Institutions); Comparative Analysis; Educational Change; *Educational Finance; Educational Trends; Enrollment; Expenditure Per Student; Faculty Mobility; Faculty Workload; Financial Support; *Foreign Countries; Foreign Students; *Government School Relationship; *Higher Education; Outcomes of Education; Research; Research Universities; *Resource Allocation; Student Attitudes; Universities
IDENTIFIERS- *Commonwealth of Independent States; ERASMUS Programme; European Union; Organisation for Economic Cooperation Development

The papers in this book discuss the goals and constraints facing institutions of higher education in Russia, Ukraine, and the European Union countries. In the European Union countries budgetary pressures and the increasing number of students attending institutions of higher education have resulted in serious financial difficulties for many institutions, which in turn have given rise to attempts to assess the quality and quantity of educational "output." In Russia and Ukraine, higher education reforms are being attempted in an unfavorable macroeconomic climate, with the added institutional complication of separating research and teaching functions. This book explores and compares these processes both in Russia and Ukraine and in the European Union countries. Papers include: (1) "Conceptual Issues in the Analysis of Higher Education: Application to Russia and Ukraine" (Paul Hare); (2) "The Changing Nature of Higher Education in Western Europe" (Ulrich Teichler); (3) The Funding of Higher Education in the United Kingdom" (Geraint Johnes); (4) Funding of Higher Education in Germany" (Helmut Winkler); (5) "Structure and Financing of Higher Education in Russia" (Mikhail Lugachyov, Andrei Markov, Nickolai Tipenko, and Sergei Belyakov), and (6) Higher Education in Ukraine: Structure and Financing" (Vladimir Savchuk, Peter Luzik, Ivan Gal, and Valery Oparin). (Contains approximately 100 references.)(CH)

ED 414 859 HE 030 850

Brennan, John, Ed.; de Vries, Peter, Ed.; Williams, Ruth, Ed.
Standards and Quality in Higher Education. Higher Education Policy Series 37.
PUB DATE- 97
NOTE- 312p.; Some of the papers in this book were presented at the Institutional Responses to Quality Assessment conference (Institutional Management in Higher Education of the Organisation for Economic Cooperation and Development, Paris, France, December 1995); others were presented at the Changing Conceptions of Academic Standards conference (UK Open University Quality Support Centre, London, England, United Kingdom, February 1996).

equipment, cooperation with industry, teaching methodologies, standards, research and development, and political changes. Issues UNEVOC may consider in the future are also listed. Part 2 is composed of the proceedings of the UNEVOC meeting. Discussions and presentations during the opening and nine technical sessions address the following topics: the commitment of the New Zealand government toward internationalization of education; TVE in participating countries; policy as an expression of values; the philosophy of policy development and implementation in TVE; TVE curriculum; structures of management and governance in TVE in Thailand; a New Zealand perspective on developing links with industry; strategic planning in TVE; quality control in TVE; learning for life; and international cooperation in TVE. Other contents include lists of visits and delegates. (YLB)

ED 414 409 CE 075 105

Law, Song Seng
Dynamics and Challenges of a Vocational Training System--The Singapore Experience. ITE Paper No. 2.
PUB DATE- 96
NOTE- 29p.; Paper presented at the International Conference, A Skills Respect Culture--A Way forward to a Winning Nation (Johannesburg, South Africa, October 10-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Programs; Apprenticeships; Continuing Education; *Education Work Relationship; *Educational Change; Educational History; *Educational Needs; Educational Philosophy; *Educational Practices; Educational Trends; Foreign Countries; Job Training; Labor Force Development; On the Job Training; Program Development; *Systems Approach; Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Singapore

Vocational and technical training in Singapore has a relatively short history. Only after Singapore became independent did the need to formalize a national system of training to support the labor force needs of industrialization become evident. Singapore's first vocational institute was established in 1964. The system has experienced several significant phases of development, the most recent being the upgrading of vocational training to a postsecondary institution under the Institute of Technical Education (ITE) in 1992. Among the ITE's principal functions are the following: preemployment training for secondary school leavers; full-time institutional training; apprenticeship training; continuing education and training for working adults; worker education; worker skills training; industry-based training; customized skills training; certified on-the-job training (OJT) through the Certified OJT Training Centre Scheme; and responsibility for conducting national certification and public trade tests. Singapore's vocational and technical training system faces a number of challenges and constraints. The major factors shaping technical education and training in Singapore are as follows: the country's limited natural and human resources; the declining rate of growth of the work force; large numbers of older workers with lower levels of education and skills; increasing global competitiveness; and the continual upgrading and restructuring of the country's industries. (MN)

Services
IDENTIFIERS- *Welfare to Work Programs

This publication consists of materials from a conference session on creative programming for the children of low-skilled individuals who are usually labeled as "at risk," as well as the replicability of such programs. Contents consist of handouts and/or transparency masters that provide the following: (1) information on the Personal Responsibility and Work Opportunity Reconciliation Act of 1996; (2) thought-provoking vignettes on what home is and other variables that affect welfare-to-work programs; (3) discussion of barriers to successful programs; (4) elements of successful programs; and (5) strategies for linkages. The paper also contains a list of 68 references, an annotated list of 16 articles and papers, a list of other reports, and a list of 4 research and data collections. (YLB)

ED 414 428 CE 075 328

Hedges, Lowell E.
Anticipation and Preparation. A Teacher's Survival Guidebook.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Teachers; *Class Organization; Classroom Communication; *Classroom Environment; *Classroom Techniques; Discipline; Laboratories; Learning Strategies; School Shops; Secondary Education; *Student Teachers; Teaching Experience; *Vocational Education

This handbook is designed to help student teachers and beginning teachers handle the "surprises" they encounter on the job. The scenarios in the book identify critical incidents and potential situations teachers are likely to face and offer help in keeping teachers out of unpleasant situations or suggesting courses of action when they find themselves in such situations. Many of these anticipated situations are drawn from the field experience diaries of student teachers and real-life experiences of beginning teachers, as well as from the experience and observations of cooperating teachers and university teacher educators. The suggestions made are based on accepted program and classroom management techniques in the field of vocational education, although most of the techniques can be applied to academic subjects as well. Topics covered in the short vignettes include the following: managing students in and around the classroom, in the laboratory, and on field trips; interacting with parents and teachers; getting along with administrators; and notes from beginning teachers. The book also covers three essential teacher competencies and provides tips for getting students ready to control their behavior in new situations. (KC)

ED 414 429 CE 075 329

Kleilein, Ann McGovern; Nickles, Sherry; Smith, David R.
Caring for Animals. Animal Well-Being, Quality Assurance, Show Ring Ethics. Discussion Guide.
PUB DATE- 96
NOTE- 22p.; Companion videotape not available from ERIC.
LANGUAGE- English

Trends; Evaluation Methods; *Performance Based Assessment; *Portfolio Assessment; Portfolios (Background Materials); Reliability; Secondary Education; *Student Evaluation; Trend Analysis; *Vocational Education

Portfolio assessment is an alternative form of assessment that is particularly attractive to adult, career, and vocational educators because it includes the assessment of active learning and performance rather than the mere recall of memorized facts. Portfolio assessment serves the interests of business and industry by forging a connection between activities in the classroom and in the workplace. With education's increasing focus on performance standards and student-centered classrooms, portfolios have become more than repositories of work samples. Portfolio assessment is well suited to integrated curricula. When portfolio criteria are linked to the curriculum and give students clear expectations of what is required, they are an effective tool for helping students see gaps in their learning, identify strategies supporting learning, set goals, and see change and development over time. Portfolios offer the additional benefit of involving students in the assessment process, and they offer teachers a way of motivating students, which is being recognized as a critical function of assessment. Some of the main issues regarding the difficulty of using portfolio assessment are related to reliability (specifically, problems in scoring and competency interpretation). (Contains 19 annotated references.) (MN)

ED 414 448 CE 075 363

Kerka, Sandra
Will We All Be Portfolio Workers? Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Compensation (Remuneration); *Employer Employee Relationship; *Employment Patterns; *Employment Qualifications; Fringe Benefits; Labor Market; *Occupational Mobility; *Portfolios (Background Materials); Trend Analysis
IDENTIFIERS- *Temporary Employment

The world of stable, long-term employment is coming to an end. Part-time, contingent, and contract workers now account for more than 35% of the U.S. work force. It has been suggested that individuals will become "portfolio workers" with "portfolio careers." Individuals will maintain portfolios of their skills, abilities, and achievements and will use those portfolios to obtain temporary assignments in a variety of organizations rather than securing permanent jobs. Downsizing and reorganization are forcing individuals to consider themselves a collection of attributes and skills rather than a job title. The key skills of portfolio workers are as follows: versatility; flexibility; creativity; self-direction; interpersonal and communication skills; facility with computer and information technology; ability to learn continuously; and ability to manage work, time, and money. Many individuals find portfolio work attractive for the freedom and flexibility it affords; on the other hand, there are many part-time workers who would prefer to work full time but cannot do so. In the current work structure, benefits are still tied to full-time

The Portfolio Project was conducted to promote lifelong, self-directed learning in the workplace. The project, which offered courses on basic skills, supervisory communications, and English as a second language, was initiated as a literacy demonstration project by the Casco Bay Partnership (CBP), which brought together government, educators, and several local businesses in Portland, Maine. The project was based on a portfolio process with four goals: authoring one's learning; documenting the evidence of learning and development; fostering reflective learning; and assessing one's own learning. After a review of the literature on portfolios, a portfolio process tailored to the workplace was developed. It was based on the following principles: make goals explicit for students; keep samples of student work; provide students with a folder or a notebook; build on routines already in place; be persistent in engaging students in reflection; conduct end-of-course portfolio presentations; and set new goals. Case studies of the process in use at three worksites (a producer of wood-boring tools, a manufacturing plant, and a food processing plant) confirmed the effectiveness of portfolios as a means of encouraging professional growth and development in the workplace. In the case studies, portfolios proved to be effective tools for both assessment and development. (MN)

ED 414 467 CE 075 395

Mobus, Martine; Verdier, Eric
The Definition of Vocational Diplomas in Germany and France.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - General (140)
DESCRIPTORS- Comparative Analysis; Education Work Relationship; *Educational Change; Educational Practices; Evaluation Methods; Foreign Countries; Government School Relationship; *Graduation Requirements; Job Training; *National Standards; School Business Relationship; Secondary Education; *Student Certification; Student Evaluation; Unions; *Vocational Education
IDENTIFIERS- *France; *Germany

In both France and Germany, the government, employers' organizations, and unions all participate in defining vocational diplomas based on a national framework of procedures of elaborating and standardizing titles. Important differences between the diploma definition processes in France and Germany may be identified. In Germany, the issue is training within a given trade, whereas in France, certification corresponds to a job level rather than to a specific job. The scope of reforms designed to adapt training to new production requirements has been relatively homogeneous in Germany. The diversity of the categories of French diplomas and the various levels with which they are associated make definition of fields much more complex in France than in Germany. Revision of training is also occurring much more rapidly in France than in Germany. In Germany, the organization of vocational training is based on the action of "private governments" formed by management, unions, and chambers of commerce, whereas in France, processes of reform proceed from the initiative of the state or powerful employer federations. In Germany, experts function as mediators and moderators of the diploma definition process, whereas in France, they are used to legitimize choices made during the process. (MN)

ED 414 468 CE 075 396

PUB DATE- 96
NOTE- 635p.; A separately published volume of "Research Highlights" with the same title containing an abstract of the project, the method and major findings is attached.
LANGUAGE- English
EDRS Price- MF3 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Clinical Diagnosis; *Community Health Services; *Educational Needs; Foreign Countries; Medical Care Evaluation; *Medical Evaluation; Medical Services; *Needs Assessment; *Nurses; *Nursing Education; Postsecondary Education; Teacher Improvement
IDENTIFIERS- Great Britain

A project examined the changing educational needs of community nurses in Britain with regard to needs assessment and quality of care in the context of the National Health Service and Community Care Act 1990. Phase 1 clarified the term "needs assessment" through focus group discussions. Phase 2 used observations and interviews to examine educational preparation and practice of needs assessment by district nurses and health visitors and develop recommendations for future educational provision. In phase 3, a group of experts from interest groups scrutinized findings and proposals for recommendations that were subjected to a content analysis. The ability to assess needs of individuals, families, and the local population served on the community nursing caseload appeared as a holistic endeavor. Certain aspects of needs assessment were learned better than others, perhaps due to a lack of clarity and understanding about some embedded features of need. Professional judgment required the development of critical skills and ability to conceptualize and articulate practice. The important role of the caseload-holding specialist teacher in the practice setting was highlighted. Data suggested real difficulties in teaching in an uncertain and rapidly changing environment in community nursing education and practice. Upgrading the level of preparation for community practice teachers was recommended. (Appendixes include 250 references, discussion group materials, instruments, and data tables.) (YLB)

ED 414 485 CE 075 423

Skinner, Jo; Nganasurian, Wendy; Pike, Susan; Hilton, Anne
An Investigation into the Reliability and Validity of Assessment Strategies for the Accreditation of Prior Learning of Nurses, Midwives and Health Visitors. SEEC AP(E)L Project. Final Report and Annexes to Final Report.
PUB DATE- 97
NOTE- 347p.; A separately published volume of "Research Highlights" with the same title containing an abstract of the project, the method and major findings is attached.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Credits; Educational Certificates; Evaluation Methods; *Experiential Learning; Foreign Countries; Higher Education; Models; *Nursing Education; Obstetrics; Portfolio Assessment; Postsecondary Education; *Prior Learning; *Student Certification; *Student Evaluation; Test Reliability; Test Validity
IDENTIFIERS- Great Britain; Midwives

A survey of 83 nursing and midwifery education institutions in Britain collected information regarding assessment of prior learning (APL), i.e., certificated learning, and assessment of prior experiential learning (APEL), i.e., noncertificated development office of a health group in Edmonton, Alberta, and applied in a collaborative pilot project in preparation for development of a community health plan. A brief discussion of the factors leading to development of the model and the community development office's goals when it developed the model is presented. In the next section, the following key elements of the community capacity and resource model are discussed along with the rationale behind them: initiation of capacity assessment (establish key contacts with the community, develop community partnerships, initiate networking, gather key print resources); survey design (design separate surveys for individuals, businesses, and associations); survey databases (develop databases for each survey); survey process (make the information sharing as mutual as possible); putting it all together; and communicating results inside and outside the community. A list of eight resources concludes the document. Appendixes constituting approximately 75% of the document contain the following: individual, business, and association surveys; Glenwood pilot report and participant follow-up; and Glenwood asset map of community supports for health and well-being. (MN)

ED 414 503 CE 075 474

Dedrick, Angie; Mitchell, Graham; Miyagawa, Mitch; Roberts, Susan
From Model to Reality--Community Capacity Building and Asset Mapping(c).
PUB DATE- 97
NOTE- 154p.; For related documents, see CE 075 473-475.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Community Action; *Community Coordination; *Community Development; Community Planning; *Community Resources; *Data Collection; Foreign Countries; *Information Utilization; Models; Questionnaires
IDENTIFIERS- Alberta (Edmonton); *Capacity Building

This report describes s a study that examined how seven groups in Edmonton, Alberta, used a community development model called Community Capacity Building and Asset Mapping. The first three sections discuss the model's development and purpose and the methodology used to examine its application in community planning. Presented next are the results of the study's five research questions, which dealt with the following issues: initiation of the community building effort; common elements used to find and mobilize assets; factors determining the community building effort's sustainability over time; the role of service providers; and funding needs. The study's implications and limitations and questions for further research are outlined in the final two sections. Contains 17 references. Appended are the following: overview of the Community Development Office's mission and activities; definitions of selected terms in the context of community capacity building and asset mapping; the community capacity building and asset mapping model; community development web page; information about the participating communities and neighborhoods; profile of the firm Community Building Resources; community capacity building and asset mapping workshop; interview questionnaire; interview questionnaire rationale; community building matrix; "next step" data; interview schedule; limitations from capacity study reports; and timeline. (MN)

ED 414 504 CE 075 475

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Employer Employee Relationship; Employment; Foreign Countries; Intervention; Job Satisfaction; Occupational Mobility; *Occupational Safety And Health; Organizational Climate; *Quality Of Working Life; Self Management; *Stress Management; *Stress Variables; Work Attitudes; *Work Environment
IDENTIFIERS- Canada; Employee Health; ERIC Digests; *Job Stress

Although employment can be an exciting challenge, it can also induce stress. This digest examines some of the characteristics of job-related stress. Three concepts characterize the association of work, mental health, and physical health. (1) Stress is an interaction between individuals and any source of environmental demand. (2) A stressor is an object or event that the individual perceives to be disruptive. (3) Appraisals of stress are determined by the values, goals, coping strategies and other factors employees bring to the situation. A balanced understanding of work stress recognizes that employment provides rewards that are both internal and external. Some factors, such as lack of control over work, the work place, and employment status, have been identified both as sources of stress and as critical health risks. Strategies for reducing work-related stress include making working conditions less stressful, helping individuals adapt by teaching them better coping strategies, and identifying the stressful relationship between the individual or group and the work setting. Employers should recognize that sources of stress may vary from worker to worker, and that providing a solution for one worker may create stress for another worker. (RJM)

ED 414 522 CG 027 049

Bezanson, Lynne
"Quality Career Counseling Services:" A Developmental Tool for Organizational Accountability: ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Counseling; Career Development; Career Education; Career Guidance; Careers; *Counseling Services; Counseling Techniques; Counselor Evaluation; *Counselor Performance; Evaluation Criteria; Foreign Countries; Institutional Evaluation; Organizational Development; Organizational Objectives; Policy Formation; Program EValuation
IDENTIFIERS- Canada; ERIC Digests

Accountability in career counseling is receiving increased attention. However, few organizations have specific guidelines for the delivery of career counseling. This digest describes a workbook, developed in Canada, which furnishes a practical, valuative approach for support organizations that provide career counseling services. The procedures in the workbook are developmental and concentrate on supporting organizational and staff growth. The spirit of the workbook is to demystify policy formulation. It is designed in two parts: Part One addresses policy development, and Part Two looks at staff development.

A.; Bilzing, Deborah; Thompson, Michael J.
The Wisconsin Developmental Guidance Model: A Resource and Planning Guide for School-Community Teams. Bulletin No. 9815.
PUB DATE- 97
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Development; Comprehensive Programs; Elementary Secondary Education; *Guidance; *Guidance Programs; Models; Pupil Personnel Services; School Counseling; School Counselors; *Student Development
IDENTIFIERS- *Comprehensive Guidance; Wisconsin

Comprehensive developmental guidance programs systematically address students' personal/social, learning, and career development needs. The evolution and implementation of a comprehensive guidance program in Wisconsin is presented in this booklet. The volume's purpose is not to define the role of individuals, but rather to keep the focus on students' needs. The text opens with background information, featuring an overview of the manual and a brief discussion of developmental guidance within the framework of comprehensive counseling services. The relationship between developmental guidance and school counseling programs is also covered. Chapter 1 outlines the role of developmental guidance in student development--focusing on student programs, adult programs, and family and school connections. Chapter 2 contains an expanded vision for developmental guidance supported by the Wisconsin Developmental Guidance Model. Chapter 3 details the revised model, and chapter 4 includes suggested strategies to evaluate programs in a systematic plan of action, including the participation of all stakeholders. In chapter 5, the career portfolio demonstrates the nine competencies in action. The appendices further clarify the role of the school counselor and include sample classroom activities and activities for parents, as well as a list of resources for districts as they develop their comprehensive developmental guidance programs. (RJM)

ED 414 542 CG 028 203

Hartung, Paul J.
Achieving Career Maturity.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Career Development; Careers; Correlation; Decision Making; High School Students; High Schools; *Personality Traits; *Sex Differences; Student Attitudes; *Vocational Maturity
IDENTIFIERS- *Career Salience; Gender Issues

Gaining career decision-making and world-of-work knowledge, and increasing career planning and exploratory behavior represent key tasks of adolescent career development. To better understand this process, the extent to which personality type relates to career development in high school students is examined in this report. A cohort of 64 high school students the gains across more than 200 separate groups and over 4000 students make the data unequivocally supportive of the effectiveness of the program. (Contains 13 tables of data.) (RS)

ED 414 561 CS 012 984

Lewis, Leslie
Achieving Literacy for All Students: Beginning Readers and Proficient Readers.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Basic Skills; *Beginning Reading; Decoding (Reading); *Emergent Literacy; Learning Activities; Primary Education; Reading Attitudes; *Reading Instruction; *Reading Motivation; Reading Strategies; *Student Development; *Student Needs
IDENTIFIERS- Phonemic Awareness

Achieving literacy, while often one of the greatest challenges a child can face, is one of the most important elements in building a base for success in education and in life. Three main strategies are found to be parts of the process of how children learn to read: (1) developing phonemic awareness through the use of phonics techniques; (2) being read to on a daily basis; and (3) implementing literacy tasks to motivate and build appreciation for reading, such as open tasks or tasks where students are in control of both what they create and the processes they use to create it. When students can choose stories or tasks in which they are interested, they will exert more energy and effort learning the material and will show more responsibility for their work. One way of continuing interest among proficient readers is by connecting stories and literature to content studies in school. To sustain appreciation and motivation among all levels of readers, chosen texts should be comprehensible and coherent. (Contains seven references.) (CR)

ED 414 562 CS 012 986

Building a Nation of Readers.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Lifelong Learning; Mass Media Use; *Reading Attitudes; *Reading Improvement; Reading Instruction; Reading Motivation; *Reading Programs; *Recreational Reading

Inviting individuals and families, schools, libraries, educational, civic and government associations, labor unions, and others to join in building a nation of readers, this booklet lists ideas for organizing and supporting reading promotion projects that benefit all age groups. Ideas presented in the booklet include: teach someone to read; set family reading goals; give books and magazine subscriptions as gifts; use television and radio to encourage reading; encourage personal recommendations of books worth reading; plan a summer audience's reaction when they read it. Also presented are eight basic guidelines for creating a student newspaper. (NKA)

ED 414 581 CS 216 101

Freeman, Kimberly
Your Life is a C : Assigning and Assessing the Personal Essay in First Year Composition.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; Evaluation Methods; *Freshman Composition; Higher Education; Instructional Effectiveness; Personal Narratives; *Writing Evaluation; *Writing Improvement; Writing Skills
IDENTIFIERS- Essay Topics; *Personal Writing

In the hope that students would develop authority in their writing, they were instructed to write a personal essay about themselves. Most of the essays, however, were mediocre and formulaic. While one student's experience of the painful loss of his mother to cancer was tragic, his essay was cliched. Supporters of the use of personal essay in first-year composition believe that autobiography helps students to situate themselves within a larger cultural context and thus be more aware of and able to critique that context. Critics, however, are most often concerned about students being revictimized by being forced to reveal painful experiences in English classes. Often students' prose is more lucid when writing autobiography, but that does not necessarily lead to their writing better analytical, academic prose. One of the biggest problems with the autobiographical assignment is the assessment of these essays. The easiest to assess is the preliminary autobiographical assignment which can be given an old-fashioned "check" or "check plus." Another option is to grade the essay as part of a portfolio so that it is seen as a part of a larger effort, or not to grade it at all. (Contains 14 references; a personal essay survey is appended.) (CR)

ED 414 582 CS 216 102

Stolhanske, Linda
Ain't I a Scholar?: Reflection and Scholarship in the Land of Part-Time Faculty.
PUB DATE- 97
NOTE- 19p.; Revised version of a paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjunct Faculty; *College Faculty; Employer Employee Relationship; Equal Opportunities (Jobs); Higher Education; *Part Time Faculty; Salary Wage Differentials; *Scholarship; Sex Discrimination; *Teacher Role; Teacher Salaries; *Teacher Welfare
IDENTIFIERS- *Institutional Conditions; University of West Florida

With teacher assistance and computer availability, composition students may use the World Wide Web as a valuable learning tool in the networked composition classroom and during personal studying time. The paper offers a list of six online providers and the number of subscribers for each. The paper then presents 118 selected web sites, including: (1) online textbooks, readers, and handbooks; (2) literature resources; (3) rhetoric; (4) research, reference sources, and libraries; (5) journals, magazines, and news; (6) online writing labs; (7) online classes, syllabi, and student writing; (8) Cheaters!; and (9) online support for online teachers. (CR)

ED 414 601 CS 216 121

Evaluating and Improving Student Writing and Writing Instruction: A Systematic Approach.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Coordination; Elementary Secondary Education; Evaluation Methods; Program Effectiveness; State Programs; *Student Evaluation; *Writing Evaluation; *Writing Instruction
IDENTIFIERS- Process Approach (Writing)

This booklet is designed to assist schools or school systems in analyzing and evaluating student writing, writing instruction, and the writing program. The basic assumption is that improving the writing program needs to be a school-wide effort coordinated across K-12 grade levels, not an individual or isolated effort. After an overview and advice on getting started, the booklet discusses the assessment of student writing, with subsections on state writing assessments; students' writing based on criteria and benchmarks; teachers' observations, anecdotal records, and insights; and students' self-evaluation and reflections. The next section addresses assessment of writing instruction, with subsections on compiling and analyzing information and the importance of the writing process in writing instruction. The last section discusses assessment of the writing program. A list of 12 resources is attached. An appendix contains a list of 15 key factors associated with effective writing instruction; a list of 10 factors that helped a high school teacher's students do well on a state writing assessment; an evaluation guide for essays; a sample student synopsis and response to "Cyrano de Bergerac"; information regarding the assessment of writing in North Carolina; and a description of the writing program at Burlington (North Carolina) City School System (grades 3-12). (RS)

ED 414 602 CS 216 127

Adler, Mary; Flihan, Sheila
The Interdisciplinary Continuum: Reconciling Theory, Research and Practice. Report Series 2.36.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

distance from home to school significantly influenced parent involvement at school. Magnet-school parents indicated that they based their choice of school on academics, values, and discipline/safety. Those parents who chose on the basis of convenience indicated lower levels of satisfaction with their chosen school. Therefore, if a policy were implemented that required all parents to choose, it might result in a larger percentage of parents choosing for reasons of convenience. There was no correlation between parent income and influence; however, greater income was a predictor of parent involvement. Although the reasons for choice had some ability to predict parent involvement, they were more powerful predictors of parent satisfaction. Five tables are included. Appendices contain the study variables and an intercorrelation matrix of independent variables. (Contains 36 references). (LMI)

ED 414 620 EA 028 791

Blanchette, Cornelia M.
Charter Schools: Issues Affecting Access to Federal Funds. Testimony before the Subcommittee on Early Childhood, Youth and Families, Committee on Education and the Workforce. House of Representatives.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Categorical Aid; *Charter Schools; Disabilities; Elementary Secondary Education; *Eligibility; Enrollment; Federal Legislation; *Federal Programs; Federal Regulation; *Resource Allocation; Special Needs Students; *State Federal Aid
IDENTIFIERS- *Elementary Secondary Education Act Title I; *Individuals with Disabilities Education Act

Although all public schools could be eligible for federal funds under Elementary and Secondary Education Act (ESEA) and Individuals with Disabilities Act (IDEA) programs, concerns have been raised about whether charter schools are receiving an equitable share of these federal funds. This report describes: (1) how federal Title I and IDEA funds are distributed to charter schools, and the opinions of charter-school operators on whether the distribution is equitable; and (2) which factors appear to be facilitating and impeding charter schools in accessing these funds. The report presents the preliminary findings of an ongoing research project involving case studies in seven states and a telephone survey of a representative sample of charter schools in those states. At the time of publication, 30 out of 50 telephone surveys had been completed. The preliminary results suggest that states are allocating federal funds in much the same manner as they allocate funds to traditional public schools. Most charter-school operators believed that they received an equitable share of federal Title I and IDEA funds. Barriers to accessing Title I and IDEA funds include a lack of enrollment and student-eligibility data, the time and cost involved in applying for funding, and the need for training and technical assistance. Appendices contain data on charter schools operating in school year 1996-97 in selected states, and on charter-school states and the number of schools operating in school year 1996-97. Four tables are included. (LMI)

ED 414 621 EA 028 792

O'Donnell, Lorraine

Wiget, Lawrence A.
Legislation and the Public Schools: Making It Work. Fastback 420.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Legislation; Elementary Secondary Education; *Government School Relationship; Higher Education; Institutional Advancement; *Lobbying; Policy Formation; *Politics of Education; Public Relations; *Public Schools; *State Legislation

TMuch of what educators do--and the resources for carrying out those activities--are influenced by politics. The purpose of this fastback is to help educators learn how to influence state-level political processes that affect schools. The fastback describes how to apply the principles of effective government relations, how to influence legislative and regulatory processes, and how to build active support from internal and external school publics. The principles of effective government-education relations include: (1) Remember who votes; (2) education speaks with many voices; (3) education must compete for resources; (4) legislators are elected; (5) school board members are politicians, too; (6) good laws take time to make; (7) it is easier to kill a bill than to pass one; (8) today's foe is tomorrow's friend; and (9) quantity does not equal quality. The booklet also describes the checks and balances in state government, the implications for a successful government-relations program, the process through which a bill becomes a law, the legislative session schedule, and the regulatory process. The appendix contains a primer on legislative protocol (lobbying and presenting testimony). (LMI)

ED 414 640 EA 028 816

Hopkins, Barbara J.; Wendel, Frederick C.
Creating School-Community-Business Partnerships. Fastback 423.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrative Organization; Administrator Role; College School Cooperation; Cooperative Programs; Corporate Support; *Educational Cooperation; Elementary Secondary Education; Higher Education; Models; *Partnerships in Education; Program Design; Program Development; Program Effectiveness; *School Business Relationship; *School Community Programs

TIn many communities there is a need to reconnect schools to community entities, including businesses. This fastback is designed to act as a guide to partnership-program development. It begins with a brief history of partnerships, tracks the development of partnership programs, outlines key roles, and identifies the indicators of partnership-program success. The National Association of Partners in Education identified the following steps for developing successful partnership programs: identify the mission, match needs and resources, offer mutual benefits, maintain communication among all stakeholders, identify leadership, procure the commitment of the top leaders of each organization, recognize volunteers, and share evaluation results. Indicators of genuinely reciprocal

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Coping; *Disabilities; Elementary Secondary Education; Expectation; *Professional Autonomy; *Self Efficacy; Special Education; *Special Education Teachers; *Stress Management; Teaching Conditions; Work Attitudes
IDENTIFIERS- ERIC Digests; *Stress (Biological)

This digest discusses why special education teachers may become stressed by role overload and lack of autonomy, and presents strategies for successfully managing stresses related to teaching. Strategies include: (1) setting realistic expectations; (2) making distinctions between job and personal life; (3) finding ways to exercise professional discretion and increase autonomy by evaluating each aspect of the job and determining changes to improve the environment that can be reasonably made; (4) not expecting praise from the boss and looking for alternative sources of reinforcement, such as students, colleagues friends, or parents; (5) increasing efficacy by keeping records of student progress to receive direct feedback on efforts; and (6) developing personal coping strategies, particularly active coping strategies. The digest highlights direct active coping strategies, including changing the source of the stress, confronting the source of the stress, and adopting a positive attitude. Indirect strategies that rely on activities known to reduce stress are also discussed, including talking about the source of stress, changing the way the source of the stress is perceived, getting involved in activities that are unrelated to school issues, and altering diet to reduce stress. (Contains 14 references.) (CR)

ED 414 660 EC 305 886

Wehmeyer, Michael; Kelchner, Kathy
Whose Future Is It Anyway? A Student-Directed Transition Planning Process.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 95
NOTE- 311p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Skills; *Developmental Disabilities; Goal Orientation; Individualized Education Programs; Leadership; *Mild Mental Retardation; Participative Decision Making; *Personal Autonomy; Secondary Education; Self Advocacy; *Self Determination; Self Evaluation (Individuals); Student Educational Objectives; *Student Participation; Student Rights; *Transitional Programs

This docment consists of a large student manual and a small 17-page "Coach's Guide" that has the same main title. The program covered is designed to help students with mild cognitive and developmental disabilities to participate in the transition planning process. It explores issues of self-awareness and attempts to help students develop problem solving, decision making, goal setting, and small-group communication skills. Both the manual and coach's guide are organized by the program's 36 sessions. The sessions are grouped topically, including sessions on self-awareness, making decisions, "mainstreaming" model rather than the "inclusive schools" model still dominates in Eastern Kentucky schools. Ten recommendations focus on nurturing the development of inclusive school communities, and the need for individuals and organizations to work for implementation of the recommendations. The survey instrument is appended. (Contains 24 references.) (DB)

ED 414 679 EC 306 024

Test Access & Modification for Individuals with Disabilities.
PUB DATE- 95
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accessibility (for Disabled); *Advanced Placement Programs; College Entrance Examinations; *Disabilities; Elementary Secondary Education; *Eligibility; Federal Legislation; *High School Equivalency Programs; Higher Education; *Licensing Examinations (Professions); Measures (Individuals); Scholarships; State Standards
IDENTIFIERS- New York; *Test Adaptations

This guide is intended to increase access for individuals with disabilities to local, state (New York), and national testing programs, as well as facilitate the consistent provision of modifications necessary to allow these individuals to demonstrate their knowledge and abilities. Ten modules cover the following topics: (1) federal and state requirements pertaining to test access and modification; (2) tests and examinations administered to students with disabilities; (3) high school equivalency diplomas and general educational development tests; (4) advanced placement programs; (5) preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test, SAT I--reasoning test and SAT II--subject tests; (6) American College Testing assessment program; (7) Graduate Record Examinations; (8) Miller Analogies Test; (9) professional licensing examinations; and (10) New York State civil service examinations. Chapters typically describe the measure/s, review eligibility requirements for test modification, describe specific appropriate modifications, and give a source for practice materials. Nine appendices include directories of New York State Education Department offices, further information on the New York competency test program, further information on national tests, and a glossary of abbreviations and terms. (DB)

ED 414 680 EC 306 025

New York State Guidelines for Educational Interpreting.
PUB DATE- 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Ancillary School Services; *Deaf Interpreting; *Deafness; Elementary Secondary Education; *Partial Hearing; Personnel Management; Pupil

focused on facilitating academic performance and improving students' social adjustment and self-esteem. Forms found in the teacher planbook include an academic performance inventory that evaluates the attention, impulsiveness, motor activity, organization/planning, compliance, mood, social interaction, and academic skills of the student; an accommodation plan that lists different accommodations that may be made; a tracking form to evaluate the effectiveness of the chosen accommodations; and a medication effects rating scale. The teacher planbook includes information on Section 504 of the Rehabilitation Act of 1973 and instructions for using the daily record forms, self-monitoring activity sheets, and behavioral contract form contained in the student planbook. The forms in the student planbook are designed to help students plan their assignments and keep track of their daily performance. This planbook also contains worksheets to be used in conjunction with the accommodation plan designed by the teacher. (CR)

ED 414 697 EC 306 043

Simpson, Richard L.; Myles, Brenda Smith; Sasso, Gary M.; Kamps, Debra M.
Social Skills for Students with Autism. Second Edition. CEC Mini-Library: Working with Behavioral Disorders.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Autism; *Classroom Techniques; Educational Strategies; Elementary Secondary Education; *Interpersonal Communication; *Interpersonal Competence; Peer Teaching; Positive Reinforcement; Prompting; Skill Development; Social Development; Tutoring
IDENTIFIERS- Direct Instruction; *Social Skills Training

This booklet identifies and discusses methods and procedures to facilitate appropriate social interactions between children and youth with autism and classroom teachers and other school personnel. It is designed to provide information and techniques that are useful in developing social interaction programs. An overview of four approaches commonly used to promote social development in children and youth with autism is provided. In the first approach, direct skill instruction, a practitioner first identifies social skills that need to be developed, then determines the steps required to build those skills and provides practice in a variety of settings. The second approach, antecedent prompting procedures, calls for a teacher to prompt the child to engage in some kind of interactive behavior, which, when it occurs, is responded to positively by classmates and the teacher. In the third approach, peer initiation strategies, socially competent peers are taught how to initiate and encourage social interactions with children with autism in natural settings. The final approach, peer tutoring, has socially competent peers learn to use effective teaching techniques and positive reinforcement to teach academic subjects to classmates with autism. The booklet also includes a brief historical review of research findings on social interaction instruction. (Contains 94 references.) (CR)

ED 414 698 EC 306 044

(022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adults; *Alcohol Abuse; *Civil Rights Legislation; Disability Discrimination; *Drug Abuse; Employer Employee Relationship; *Employment Practices; *Equal Opportunities (Jobs); Equal Protection; Federal Legislation; Illegal Drug Use

IDENTIFIERS- *Americans with Disabilities Act 1990

One of a series of bulletins on implementing the Americans with Disabilities Act (ADA), this bulletin discusses protections for individuals with histories of alcohol and drug abuse. The material explains: (1) the ADA prohibits employment discrimination of individuals with past drug and alcohol problems and those who currently have alcohol problems who are able to perform their job; (2) the exclusion of protection of any employee or applicant who is currently engaged in the illegal use of drugs; (3) the protection of individuals who are participating in a supervised drug rehabilitation program or who have completed a treatment program, and are no longer using drugs; (4) the protection of individuals who are erroneously perceived as abusing drugs illegally; (5) the definition of "current" illegal drug use; (6) types of medical tests or inquiries that are permitted to determine a drug or alcohol problem; (7) steps employers can take to ensure that an individual is no longer illegally using drugs; (8) accommodations that need to be provided for individuals with drug and alcohol problems; and (9) how other federal laws relating to drug and alcohol use affect the ADA's standards. Contains a 6-item list of resource organizations. (CR)

ED 414 716 EC 306 088

Winzer, Margret A.; Mazurek, Kasper
Special Education in Multicultural Contexts.
PUB DATE- 98
NOTE- 460p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingual Education; Classroom Environment; Cultural Awareness; *Cultural Differences; Cultural Influences; Cultural Pluralism; *Curriculum Design; *Disabilities; Elementary Secondary Education; *Gifted; Individualized Education Programs; Language Minorities; Minority Group Children; *Multicultural Education; Parent Participation; Second Language Instruction; Special Education; Student Evaluation

This book examines the impact of cultural and linguistic diversity on the learning of children with disabilities and giftedness, and explores multicultural education and the ways that multicultural perspectives can be taught to children with disabilities. Five major sections discuss: the foundations of multicultural education, multicultural education for students with special needs, pathways to learning, bridges to the curriculum, and ways to promote language and literacy. Specific chapters address: (1) the multicultural nature of our society; (2) the theory and practice of multicultural education; (3) bilingualism and bilingual education; (4) multicultural/bilingual special education; (5) school failure and students at risk; (6) individual characteristics in

IDENTIFIERS- ACTFL Oral Proficiency Interview; Placement Tests;
*Portuguese (Brazilian); University of Texas Austin

The report details a federally-funded program at the University of Texas, Austin whose activities included: (1) an experimental summer intensive language institute to facilitate Brazilian Portuguese certification for nine certified secondary school teachers of Spanish; (2) writing and publication of a new textbook of Brazilian Portuguese for Spanish speakers; (3) writing, evaluation, and publication of four-skills placement and proficiency tests in Brazilian Portuguese; (4) training of an official American Council on the Teaching of Foreign Languages (ACTFL) oral proficiency interview rater; (5) the hosting of a national conference on teaching and testing and periodic workshops for the textbook and testing teams; and (6) establishment of a national center for Brazilian Portuguese. (MSE)

ED 414 738 FL 024 931

Tillyer, Anthea
The TESL-L Electronic Network.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Uses in Education; *Discussion Groups; *Electronic Mail; *English (Second Language); Faculty Development; Federal Aid; Grants; Higher Education; *Information Networks; Information Sources; International Education; *Internet; *Language Teachers; Professional Development; Program Descriptions; Second Language Instruction
IDENTIFIERS- City University of New York Hunter College; United States Information Agency

The report describes a federally-funded project at Hunter College (New York) to develop an Internet and electronic mail-based resource for teachers of English as a Second Language (TESL). The program has three major components: (1) the TESL-L Electronic Discussion Forum, a list service operating on a simple e-mail program and offering teachers a chance to communicate with thousands of their peers, asking questions, getting advice, and offering comments; (2) eight special interest e-mail branches open for discussion of areas of particular teacher interest; and (3) an electronic archive of materials for teaching English as a Second Language. The total number of subscriptions to the TESL-L Forum and its related branches and archives rose from 750 at the beginning of the grant (September 1992) to 19,000 by the grants' end (September 1995). The usefulness of the project to teachers has been validated by the United States Information Agency, which has assumed funding for the project as a service to teachers and its project officers around the world. (MSE)

ED 414 739 FL 024 932

Otto, Sue K.
Building Cultural Fluency: A Multimedia Architecture. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 38p.

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Classroom Research; Classroom Techniques; Cultural Context; Discourse Analysis; *English (Second Language); Higher Education; *Journal Writing; Second Language Instruction; *Second Languages; Student Attitudes; *Student Journals; Theory Practice Relationship; Writing Assignments; *Writing Instruction

The book describes one teacher's study of student journal writing in college-level English-as-a-Second-Language (ESL) instruction and explores the potential of student journals in second language teaching. It first introduces the research questions and methods guiding the study, then reviews the literature that informed the investigation of mental processes involved in journal writing and describes the physical context of the research. Five detailed case studies follow: (1) Roberto: a Colombian student who used the journal to reflect on his own experiences in light of his reading; (2) Cliff: an Ethiopian student, a prolific and reflective writer who used the journal to explore personal issues and answered questions about his personal history as a reader and writer of English; (3) Maribel: a student from the Dominican Republic who summarized readings unreflectively in her journal; (4) Lan: a Chinese woman; and (5) Kiyoko: a Japanese woman. The last two had much in common but had very different reactions to journal writing. The final chapter discusses the implications of the case studies, particularly how they often belie common assumptions about writing and culture. (Contains 128 references.) (MSE)

ED 414 761 FL 024 960

Frankel, Carole N.
Signed Video-Classes for Foreign Language Study.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Sign Language; *College Second Language Programs; *Communication Problems; Deafness; French; Grammar; Higher Education; *Instructional Materials; Introductory Courses; Language Laboratories; Material Development; Program Descriptions; Program Effectiveness; Program Evaluation; *Second Languages; Spanish; *Videotape Recordings
IDENTIFIERS- *Gallaudet University DC

To address the special second language learning needs of deaf college students, a project was undertaken at Gallaudet University (District of Columbia), the world's only four-year liberal arts university for the deaf, to create 36 videotaped lessons in grammar, signed in American Sign Language, for first-year French and Spanish instruction. The tapes are intended for use in either classroom or language laboratory. The tapes are not geared to any specific textbook, and the vocabulary is simple and repetitive. The report describes the unique instructional needs of the students, production of the videos, distribution of the tapes to other schools and programs for the deaf, and feedback received about the materials. Appended materials include forms for both teachers and students to use

ED 414 783 HE 030 584

Focus Statements and Priorities Statements of Public Universities.
PUB DATE- 97
NOTE- 61p.; For previous report, see ED 399 843.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *College Planning; Community Development; Cultural Pluralism; Diversity (Faculty); Diversity (Student); Economic Development; Excellence in Education; Higher Education; *Institutional Mission; *Mission Statements; Public Colleges; Public Policy; School Community Relationship; School Policy; *State Universities; Strategic Planning; Undergraduate Study
IDENTIFIERS- *Illinois

This report contains focus statements and priorities statements from 11 public universities in Illinois: Chicago State University, Eastern Illinois University, Governors State University, Illinois State University, Northeastern Illinois University, Northern Illinois University, Western Illinois University, Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, the University of Illinois at Chicago, the University of Illinois at Springfield, and the University of Illinois at Urbana-Champaign. The focus statements emphasize the mission and goals of the respective institutions, while the priorities statements outline specific institutional priorities and the actions necessary to accomplish them. These priorities include promoting access and diversity among students and faculty, achieving excellence in undergraduate instruction, and contributing to the economic development of the community, as well as institution-specific priorities. (MDM)

ED 414 784 HE 030 585

Stone, Lynda D.; Saulino, Catherine
A Sociocultural Approach to Understanding Distance Learning.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Classroom Communication; *Classroom Environment; College Instruction; *College Students; Communication Research; *Communication Skills; *Distance Education; Field Studies; Higher Education; Statistical Analysis; *Student Attitudes; *Teleconferencing
IDENTIFIERS- Learning Communities

This study examined how collaborative processes of communication and knowledge construction over time and space are structured and organized utilizing two-way video conferencing strategies for distance education in undergraduate child development courses at two universities. Several qualitative research methodologies were employed to document processes of interaction and the development of a learning community. The courses used two-way video conferencing and e-mail correspondence as an integral part of a practicum experience, which involved fieldwork, centered around computer-mediated learning, in an after-school program for young children. It was found that the conferences with the most undergraduate participation in "telling stories" from the field and the least amount of lecturing from professors were rated the most highly

DESCRIPTORS- Academic Achievement; College Faculty; *Economic Impact; Foreign Countries; Higher Education; Predictor Variables; Socioeconomic Influences; *Student Attitudes; Student Reaction; Student Surveys; *Teacher Strikes; *Undergraduate Students; *Unions
IDENTIFIERS- *York University ON

This study examined the academic and economic impact of a faculty strike at York University (Canada) on undergraduate students, as well as the relationship between problems created by, and student support for, the strike. During the fifth and sixth weeks of a strike by faculty and librarians at York University that lasted from March 20 to May 13, 1997, a total of 540 randomly selected full-time undergraduates were surveyed by telephone in regard to the strike. The results indicated that students experienced considerable academic hardship as a result of the strike. The overall economic impact was less severe, but still had a major impact on a minority of students (mainly by interfering with plans for summer employment). The data also indicated that 5.4% of students strongly supported the strike, 26.5% somewhat supported it, 22.4% were neutral, 20.2% were somewhat opposed, and 25.4% were strongly opposed to the strike. Independent of academic and economic problems, students who were supportive of unions in general were more inclined to support the strike than students who were opposed to unions. An appendix lists academic and economic concerns expressed by students. (Contains 13 references.) (MDM)

ED 414 805 HE 030 698

Lee, John
Characteristics of College and University Staff.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Blacks; College Faculty; *Colleges; Demography; Higher Education; Nonprofessional Personnel; Paraprofessional Personnel; Professional Personnel; *Racial Differences; *School Personnel; *Sex Differences; Teaching Assistants; *Universities
IDENTIFIERS- Integrated Postsecondary Education Data System

This report provides a descriptive overview of nonteaching employees in higher education institutions. The data for the report comes from the 1993 Fall Staff Survey of the Integrated Postsecondary Education Data System (IPEDS) produced by the National Center for Education Statistics. The nonteaching staff at higher education institutions includes research and instructional assistants; clerks and secretaries; executives and administrators; other professionals; service and maintenance personnel; skilled crafts; and technical and paraprofessional personnel. The report notes that women comprise the majority of nonfaculty employees, and dominate in three categories: clerks/administrative, other professionals, technical and paraprofessional personnel. The report also notes that different racial/ethnic groups are not evenly distributed among occupational categories. Whites represent 78 percent of the total employees, but 85 percent of faculty members and 86 percent of executives and administrators. Blacks represent 11 percent of the total employees, but 15 percent of the clerks and secretaries and 15 percent of the technical and paraprofessional personnel. (MDM)

"Academic Discourse on the Internet" (J.Garton); (14) "Changing Literacy: Changing Teaching and Learning" (C.Ingleton); (15) "Social Identities and Literacy Practices" (B.James); (16) "Free to Write: On-Line Class Discussions" (R.Kivela); (17) "Abrasions: Dilemmas of Doing a Critical Literacy Pedagogy within/against the Academy" (L.Noone and P.Cartwright); (18) "Expectations of Tertiary Literacy: The Attitudes and Experiences of Lecturers and their LOTE Background Students" (A.Pearce and H.Borland); (19) "A Profile of the Novice Collaborative Research Experience" (C.Riddell); and (20) "Top-Level Structuring as a Basis for the Development of Tertiary Literacy" (K.Smith and D.Edwards). Also included are two poster presentations, "Tertiary Literacy in a Non-Traditional Institution" (J. Skillen) and "Lecturers' Perceptions of Student Literacy: A Survey Conducted at the University of Newcastle" (R. Woodward-Kron and A. van der Wal). A summary keynote address is titled "What Will Count as Tertiary Literacy in the Year 2000?" (T. Threadgold and others). (Contains approximately 300 references.) (BF)

ED 414 823   HE 030 803

Golebiowski, Zofia, Ed.; Borland, Helen, Ed.
Academic Communication across Disciplines and Cultures. Selected Proceedings of the National Conference on Tertiary Literacy: Research and Practice, Volume 2 (1st, Melbourne, Australia, March 14-16, 1996).
PUB DATE- 97
NOTE- 312p.; For Volume 1 see, HE 030 802.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Ability; Allied Health Occupations Education; *Communication Skills; Communicative Competence (Languages); Competence; Computer Literacy; *Cultural Differences; *Diversity (Student); Educational Policy; Educational Practices; Educational Strategies; Engineering Education; English (Second Language); Foreign Countries; Graduate Students; Higher Education; Humanities; Indigenous Populations; Instruction; Instructional Development; Interdisciplinary Approach; *Literacy; Minority Groups; Remedial Programs; Rhetoric; Sciences; Speech Skills; Student Characteristics; Teaching Methods; Undergraduate Students; Writing (Composition); Writing Difficulties; Writing Strategies
IDENTIFIERS- *Australia

These selected papers from the First Conference on Tertiary Literacy focus on communication across differences of culture and discipline in Australian universities. Many of the papers have resulted from cooperation between applied linguists and specialist lecturers and describe cooperative models of literacy education based on interdisciplinary partnerships. Keynote addresses include "Disciplinary and Cultural Perspectives on Student Literacy" (I.Reid) and "Communicating Within Cultures, Communicating Across Cultures, Communicating Between Cultures" (A.Liddicoat). A colloquium on intercultural variation in academic communication includes papers by Andy Kirkpatrick, Lesley Farrell, Gillian Ferguson, Anthony Liddicoat, and Zosia Golebiowski. Other papers include: (1) "Providing Scaffolding for Theses Preparation in Computer and Mathematical Sciences (P.Cerone and G.Caruso); (2) "Never Say 'I'? The Writer's Voice in Essays in the Humanities" (K.Chanock); (3) "Making Sense: Cross-Cultural Variation in the Organization of Academic Texts by Taiwanese and Australian Undergraduate Students" (J.Couchman); (4) "The Teaching of in Notre Dame (Indiana), focused on building intellectual community and fostering student leadership skills. The study targeted two student groups: (1) students with much to contribute to the intellectual life of the college but alienated from traditional forms of leadership, and (2) students who, while comfortable in traditional leadership roles, do not think of themselves as intellectual leaders, although they have the abilities, interests, and opportunities to play that role. The project conducted workshops for student resident advisors, members of the student academic council, and student orientation leaders. It also conducted events open to all students such as the Play of the Mind Conferences, the Student/Alumnae Life of the Mind conferences, and the Life of the Mind Lectures short intellectual autobiographies given by faculty. Qualitative and survey data indicated the project succeeded in nurturing intellectual life and leadership at the college. Individual sections of the report present an executive summary; an overview of the project; and a description of the project's purpose, background and origins, specific activities, and results. Among 11 appendices are the resident advisor guide to the project, a keynote address titled "Are We having Fun Yet?" (Dorothy M. Feigl), conference agendas, listings of conference participants, and a reprint of an article on the program titled "St. Mary's College: Involving Students in Campus Culture Project" (by Kristen A. Lippert-Martin). (DB)

ED 414 841   HE 030 827

Jonides, John
Evaluation and Dissemination of an Undergraduate Program To Improve Retention of At-Risk Students.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 138p.; Questionnaires printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Black Students; College Faculty; *College Students; Faculty Advisers; Grade Point Average; Group Counseling; *High Risk Students; Higher Education; Intervention; Minority Groups; Program Evaluation; *School Holding Power; Self Esteem; Student Attitudes; *Student Research; *Undergraduate Study
IDENTIFIERS- African Americans; *University of Michigan

This report describes a longitudinal evaluation of an on-going 5-year program at the University of Michigan to improve minority student retention and academic performance. The Undergraduate Research Opportunity Program (UROP) creates research partnerships between first- and second-year students and faculty researchers, and provides peer counseling, workshops in learning skills, and research peer groups. The evaluation compared students in the program with students matched for grade point averages and college entrance examination scores who had applied to the program. Among evaluation findings are: (1) UROP students had an attrition rate 32 percent lower than underrepresented students university-wide; (2) African-American students in UROP showed an attrition rate 51 percent lower than control group students; (3) participation in UROP resulted in grade point averages some 6 percent higher than all students; and (4) UROP appeared to positively affect student self-esteem, coping strategies, learning behaviors, and expectations about academic performance. Individual sections of the report present

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Accountability; Accreditation (Institutions); Change Strategies; Decision Making; Diversity (Institutional); Educational Administration; Educational Assessment; *Educational Change; Educational Economics; Educational Quality; *Evaluation; *Foreign Countries; Governance; Government Role; *Government School Relationship; Higher Education; Institutional Autonomy; Outcomes of Education; Private Colleges; State Universities

The papers in this book reflect current debates on academic standards and quality assurance, and speak from the perspective of institutional leaders and national quality bodies and higher education researchers. Included are reports on the progress of several international quality initiatives and studies on the impact of external quality assurance upon management and decision making in higher education. Following an introduction by John Brennan, papers include: "Accreditation, Assessment, Anarchy? The Evolution of Academic Quality Assurance Policies in the United States" (David Dill); "Institutional Responses to Quality Assessment in Australia" (Vin Massaro); "Qualifications and Quality in New Zealand" (David Woodhouse); "Evaluation a la Francaise: The CNE" (Marie-Odile Ottenwaelter); "The Balance Between Accountability and Improvement: The Danish Experience" (Christian Thune); "Quality Assurance and Diversity: The Case of England" (Ruth Williams); "Learning from the HEQC Experience" (Roger Brown); "Quality, Standards and Institutional Reciprocity' (David Watson); "Power, Legitimacy and Academic Standards" (Janet Finch); "The Hunting of the Gilt-Edged Degree" (Tony Becher); "Management for Quality: The CRE Programme of Institutional Evaluation: Issues Encountered in the Pilot Phase--1994.5" (Andris Barblan); "The European Pilot Project for Evaluation Quality in Higher Education" (Christian Thune and Andre Starapoli); "Quality Management, Quality Assessment and the Decision-Making Process: The IMHE Project on Institutional Impact" (Tarla Shah); "A Swedish Approach to Quality in Higher Education: The Case of Uppsala University" (Lars Engwall); "A Danish Approach to Quality in Higher Education: The Case of Aalborg University (Palle Rasmussen); and "An Australian Approach to Quality in Higher Education: The Case of Monash University (Gay Baldwin). A glossary of abbreviations is appended. (Many papers contain references.) (CH)

ED 414 860 HE 030 856

Pace, C. Robert; Swayze, Susan
College Student Experiences Questionnaire: Norms for the Third Edition, 1990. Part One: Tentative Norms for the 1990s. Part Two: Comparable Responses from the 1980s. Part Three: Bibliography and Psychometric Supplement to the CSEQ, Third Edition, 1990.
PUB DATE- 92
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Bibliographies (131),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Environment; College Libraries; *College Students; Higher Education; *Learning Experience;

ED 414 410 CE 075 124

National Skill Standards Implementation Guide.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Auto Body Repairers; *Auto Mechanics; *Education Work Relationship; Employment Potential; Entry Workers; High Schools; *Job Skills; *National Standards; Policy Formation; Program Development; Public Policy; Public Relations; *School Business Relationship; Technical Education

This guide was developed to encourage state policy makers and local school boards to implement the national skill standards formulated by the National Institute for Automotive Service Excellence (ASE) and the National Automotive Technician Education Foundation (NATEF) in high schools, technical schools, and technical and community colleges. Implementation of these standards is expected to provide significant improvement in the quality of automotive instruction. The publication recommends six steps for informing employers and the public about the adoption of the Automotive National Skill Standards, and it suggests methods of involving business and industry in the planning process. The steps include: (1) develop a strategic plan to implement the ASE/NATEF Skill Standards; (2) determine the status of implementation; (3) determine the barriers to Skill Standards implementation; (4) inform and involve employers; (5) inform and involve policy makers; and (6) share the strategic implementation plan and benefits of adopting the Standards. Two appendixes provide the following: (1) basic information on the Skill Standards, including descriptions of the ASE, the NATEF, Technical Skill Standards, academic skill and workplace employability standards, and the benefits of ASE/NATEF certification; and (2) information on the school-to-work transition movement. (KC)

ED 414 411 CE 075 140

Ellis, Susan J.
From the Top Down. The Executive Role in Volunteer Program Success. Revised Edition.
PUB DATE- 96
NOTE- 210p.; "With special sections on legal issues by Jeffrey D. Kahn, and accounting questions by Alan S. Glazer."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Administrator Behavior; *Administrator Role; Administrators; Adults; *Agency Role; *Nonprofit Organizations; Private Agencies; *Program Administration; Social Agencies; *Voluntary Agencies; Volunteer Training; *Volunteers

This book outlines issues of concern to top decision makers in a nonprofit organization that involves volunteers, including the role of the executive staff in supporting the volunteer program. The 12 chapters in the book discuss the following topics: developing a vision for volunteer participation; questions of policy; budgeting and other resource allocation; staffing the program; employee and volunteer relationships; creating teamwork; the role of the board of directors; executive-level volunteers; evaluation of volunteer impact; and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animal Caretakers; Animal Facilities; *Animal Husbandry; *Behavioral Objectives; Drug Therapy; Elementary Secondary Education; *Ethics; *Horses; *Livestock; Veterinary Medicine

This discussion guide was developed for use in conjunction with the "Caring for Animals" videotape. It includes information for teachers to use in facilitating class discussions about animal care and well-being. The guide covers the following: (1) goals and objectives; (2) animal well-being; (3) animal health; (4) care for animals; (5) quality assurance and the livestock industry; (6) treatment record factors; (7) proper injection of animal drugs; (8) medication labels and inserts; and (9) show ring ethics. The policy statement and code of practices of the Ohio Farm Animal Care Commission are included in the guide. (KC)

ED 414 430 CE 075 330

Kerka, Sandra
Volunteer Management. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Computer Oriented Programs; Coordination; *Educational Trends; Individual Characteristics; *Personnel Management; *Program Administration; Recruitment; Risk Management; Technological Advancement; Trend Analysis; *Volunteer Training; *Volunteers
IDENTIFIERS- *Volunteer Management

Social, economic, political, and technological changes in the last quarter century have changed the volunteer sector. This publication identifies some of the trends and the issues they raise for the emerging profession of volunteer management. Volunteers are more diverse than ever in age and background. Volunteers' motivations and expectations are changing. Some individuals volunteer to support their careers and gain new skills. Many individuals must budget their time commitments and desire one-time or short-term opportunities. Professionals accustomed to working within competently managed organizations constitute the fastest growing segment of the volunteer force. Although the 1997 Volunteer Protection Act grants volunteers immunity from personal liability in certain circumstances, volunteer managers still need risk management policies and procedures and liability insurance. "Virtual volunteering" is a new concept that enables volunteers to provide services entirely online, thereby giving opportunities to those who might find onsite volunteering difficult due to disability or work schedules. Volunteer managers must be concerned with developing valuable, meaningful assignments and matching volunteers with them, and they are being challenged to recruit, orient, recognize, and supervise a diverse and nontraditional volunteer pool. Volunteer management is becoming increasingly professional, with a literature base, professional societies, and formal education. (Contains an annotated bibliography of 23 print and online resources and a list of 5 organizational resources.) (MN) employment. Thus, those on the periphery often lack health care, pensions, and similar supports. At present, those most successful at portfolio work appear to be professionals with high-demand or unique skills. (Contains 27 annotated references.) (MN)

ED 414 449 CE 075 364

Looking for a Job While Employed. Issues in Labor Statistics. Summary 97-14.
PUB DATE- 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Age Differences; *Career Education; Education Work Relationship; Educational Attainment; *Employees; *Employment Patterns; *Job Search Methods; *Labor Market; *Labor Turnover; Occupations; Postsecondary Education; Secondary Education; Sex Differences; Trend Analysis
IDENTIFIERS- Current Population Survey

In February 1995, a supplement to the Current Population Survey examined the job search rate among a sample of 108,876 employed persons (except unpaid family workers) who had worked for their employer for at least 3 months were asked if they had looked for others employment since December 1994. Of those surveyed, 6,044 (5.6%) had actively searched for a new job. The proportion of wage and salary workers actively searching for jobs was found to decrease with age (from 9.0% among individuals aged 20-24 years to 2.1% among individuals aged 55-64 years). Regardless of age, men were more likely than women to search for another job while employed (their respective job search rates were 5.9% and 5.2%). In virtually every occupational category, employed persons with higher levels of educational attainment had the highest job search rates (6.8% among individuals with an advanced degree versus 4.2% among individuals with less than a high school diploma). Among the major occupational groups, handlers, equipment cleaners, helpers, and laborers had the highest job search rates, followed closely by workers in sales occupations. Workers in precision production, craft, and repair occupations demonstrated the lowest job search rate, whereas rates for workers in managerial, professional, and technical occupations were slightly below the average. (MN)

ED 414 450 CE 075 368

Missouri Vocational Education Annual Performance Report, Fiscal Year 1997.
PUB DATE- 97
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Adult Education; Annual Reports; Career Counseling; Career Guidance; Correctional Education; Displaced Homemakers; Educational Finance; Enrollment; Federal Aid; High Risk Students; *Integrated Curriculum; Leadership Training; One Parent Family; Postsecondary Education; Professional Development; Program Development; Program Implementation; Secondary Education; Sex Fairness; State Aid; *State Programs; *State Standards; *Tech Prep; *Vocational Education

Widening Participation in Lifelong Learning. A Progress Report.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; *Adult Learning; Change Strategies; Continuing Education; Educational Needs; Educational Trends; Foreign Countries; Government Role; Government School Relationship; *Lifelong Learning; Needs Assessment; *Participation; Postsecondary Education; *Public Policy; Role of Education; School Business Relationship; *Student Recruitment; Technical Institutes; Trend Analysis
IDENTIFIERS- *United Kingdom

The Council for Industry and Higher Education commissioned a working group called the Widening Participation Group to consider how to make postcompulsory education more accessible to those individuals in the United Kingdom who currently have limited or no exposure to such learning. The group issued a progress report recommending specific actions that might be taken by the following groups: government and its agencies, employers and employer organizations, and higher and further education institutions. Among the actions recommended were the following: give high priority to measures widening participation of those in lower social groups; consider moving to a credit-based funding approach and introducing income-contingent loans; increase pupils' and parents' awareness of the benefits of further and higher education; encourage local learning initiatives; support the introduction of individual learning account; provide student support facilities (child care, transportation, information technology support); and make a range of interim awards and qualifications more widely available. (Appended are the mission of the Widening Participation Group, and a list of group members. Contains 11 references.) (MN)

ED 414 469 CE 075 400

Electronic Resumes and Online Job Searches.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - General (140)
DESCRIPTORS- Information Dissemination; *Internet; Job Applicants; *Job Application; *Job Search Methods; Networks; *Online Searching; Online Systems; Personnel Selection; Postsecondary Education; *Resumes (Personal); Secondary Education
IDENTIFIERS- Digital Scanning

This issue is devoted primarily to providing information on creating and using electronic resumes and conducting online job searches. Topics covered include the following: (1) how computers are changing the job-seeking process; (2) networking on the Internet; (3) preparing keyword summaries for computer-searchable resumes; (4) preparing scannable and online resumes; and (5) online job resources. Eight references are listed. (KC)

ED 414 470 CE 075 401

Jones, David, Ed.; McConnell, Bridget, Ed.; Normie, Gerald, Ed.

learning. Follow-up interviews took place in 10 institutions. All nursing and midwifery education institutions offered APL, and 95 percent offered APEL. Specific credit was commonly used. Within individual higher education institutions (HEIs), APL/APEL assessment strategies were as reliable and valid as regular academic assessment strategies and usually similar in process. A range of assessment methods was used, although portfolios were preferred. Teaching staff often had difficulty fitting a professional and practice-based model of education into a pure academic model of APL/APEL. One model being used appeared to be halfway between APL and APEL as it incorporated past formal learning and subsequent professional practice. Students seemed satisfied with their APL/APEL outcomes, although the systems and processes were complex and not always clear. Staff ensured that credit was "earned" and academic rigor maintained. Internal consistency of individual APL/APEL systems was high, mainly due to relatively tight controls enforced by coordinators. Credit transfer was difficult. Resource issues were raised continuously. No single, complete model of good practice was found. (A separate volume of appendices includes a glossary, instruments, results, and 10 institutional case studies.) (YLB)

ED 414 486   CE 075 424

Fraser, Diane; Murphy, Roger; Worth-Butler, Michelle
An Outcome Evaluation of the Effectiveness of Pre-Registration Midwifery Programmes of Education.
PUB DATE- 97
NOTE- 346p.; A separately published volume of "Research Highlights" with the same title containing an abstract of the project, the method and major findings is attached.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dropouts; Educational Certificates; Evaluation Methods; Experiential Learning; Foreign Countries; Graduate Surveys; Models; *Nursing Education; *Obstetrics; Outcomes of Education; Postsecondary Education; *Program Effectiveness; Program Evaluation; Student Certification; *Student Evaluation
IDENTIFIERS- Great Britain; *Midwives

A project evaluated 23 preregistration midwifery education programs in Britain. Phase 1 reviewed the programs and identified a cohort of students for indepth study. Phase 2 followed this cohort into their first year in practice. A survey selected six case study sites. Findings showed a common cause of attrition was students being unable to balance program demands with family commitments and expectations. Personal qualities played a particularly vital role in determining competence for midwifery practice. All programs demonstrated good evidence of a variety of teaching and assessment methods, a student-centered approach to learning, and an emphasis on lifelong learning. Students with no learning experience as a midwife before the program ended felt less able to cope with the transition to midwife. A model of competence was developed that incorporated three essential interlinked dimensions of competence: professional/friend approach, individualized approach, and clinical competence. The midwives were well prepared to provide holistic midwifery care. Support for new midwives was needed on most delivery wards. By the end of the first year in practice, managers and supervisors described most midwives as competent, confident, and quick learners. Examples of good practice in assessment included written procedures and guidelines for assessors and clear assessment documents. An

Thinking about Community Capacity Building & Asset Mapping.
PUB DATE- 97
NOTE- 46p.; For related documents, see CE 075 473-474.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Citizen Participation; *Community Action; *Community Cooperation; *Community Development; Community Planning; Community Resources; Cooperative Planning; Empowerment; Foreign Countries; Needs Assessment; *Sustainable Development
IDENTIFIERS- Canada; *Capacity Building

This book describes the mindshift that is the key to successful community capacity building and to the development of social and economic structures that nurture local sustainability. Its focus is how the development of community, through community capacity building, connects, animates, and informs citizens. Chapter I introduces community building and describes development of a model or path for community capacity building and asset mapping. Chapter II focuses on making the mindshift, nurturing new thinking, and challenging services and systems through talking. Chapter III addresses breaking out of the boxes into which systems/institutions have categorized individuals, which perpetuates the dependent and fragmented way of life through which health, social, and education systems have developed in Canada. It talks about building from assets. Chapter IV lists the values and assumptions upon which community capacity building is based. Chapter V asks readers to consider their readiness to move thinking into action. Chapter VI contains 71 references and names and addresses of 7 other contacts and training sources. The appendixes provide the following: "Building on Capacities Philosophy," "Community Capacity Building and Asset Mapping: Model Summary," steps to capacity success, a glossary, and community building and gift sharing stories and challenges. (YLB)

ED 414 505 CE 075 478

Padak, Nancy
Using Books Thematically.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Bibliographies; *Childrens Literature; *High Interest Low Vocabulary Books; *Literacy Education; Literary Genres; *Reading Instruction; Reading Materials; *Teaching Methods

This bibliography lists 585 books suitable for children or adult new readers, classified into the following themes: (1) African American Experience; (2) Appalachia; (3) architecture and engineering; (4) art; (5) communities and change; (6) death; (7) family; (8) farm life; (9) geography; (10) history of Ohio; (11) history of the United States; (12) world history; (13) holidays and celebrations; (14) humor; (15) immigration; (16) Latin America; (17) legends and tales; (18) literature; (19) mathematics and economics; (20) music; (21) reminiscences; (22)

Each part begins with a self-assessment. In areas where the assessments indicate room for improvement, staff are guided step-by-step through suggested procedures for decisions. Part One focuses on policy development for the external delivery of services, whereas Part Two concentrates on human resource planning practices. Both parts promote a respect for career development of all players in an organization. Recognizing that most organizations have resource constraints, the workbook provides a framework for understanding and prioritizing critical factors in service quality. It also strongly advocates a concentration on client and service outcomes. Field tests of the workbook helped organizations identify areas in which they needed help and areas in which they were solid. (RJM)

ED 414 523 CG 027 050

Hopkins, Sareena
Marketing Career Counseling Services: ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Counseling; *Career Guidance; Careers; *Counseling Services; Counselors; Employment Counselors; Foreign Countries; *Marketing; Salesmanship; *Strategic Planning; Supply And Demand
IDENTIFIERS- Canada; ERIC Digests; Marketing Plans; *Marketing Strategies

At a time when career counseling services are increasingly essential, they remain marginalized and under-used. This digest explores ways in which marketing counseling services in Canada can strengthen the professional identity of career counselors and increase public acceptance of this field. Many career counselors feel that marketing corrodes professional ethics. However, it may be that limiting marketing techniques is ultimately self-defeating, resulting in the profession turning inward and becoming increasingly non-competitive. With marketing, product development of services must be based on market research, and a thorough analysis of the needs and wants of the target audience is the first step. Marketing ultimately serves to ensure that a product is addressing an identified need, is clearly defined, is accessible, and helps consumers fully understand the services offered. Marketing can support career counseling services in three ways: (1) direct service delivery, in which the provider identifies who is to be served; (2) survival insurance, in which career counselors ensure their own survival; and (3) public awareness, which would increase the value of career counseling services. By marketing services to policy makers and funders, counselors could also demonstrate how career counseling benefits these policy makers. (RJM)

ED 414 524 CG 027 051

Ward, Valerie G.
Career Counseling of Girls and Women: Guidelines for Professional Practice: ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95

(28 females, 36 males) completed measures of career maturity, vocational interests, and life-role salience during their freshman and sophomore years. Results of these measures indicated sex differences in scale scores on the career maturity measure, revealing higher levels of cognitive career maturity among the females than among the males sampled. However, career maturity scores did not increase commensurate with grade level over the one-year period of the study. The lack of significant increases here indicates a deficit in this progress in the cohort and suggests a need for preventive assistance. Some scale scores on the career maturity measure correlated significantly with scores on the interest and salience measures to support hypothesized relationships between career development and personality and role salience. The trend of increases remains consistent with Super's career maturity model. (RJM)

ED 414 543   CG 028 204

Keith, Patricia B.; Wetherbee, Michael J.; Kindzia, Debora L.
Identifying Unmotivated Students: Planning School-Wide Interventions.
PUB DATE- 95
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Chicago, IL, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adolescents; Grade 8; High Risk Students; *Intervention; Junior High Schools; Middle Schools; Pupil Personnel Services; Rural Youth; *Student Attitudes; Student Characteristics; *Student Motivation; Success; *Teacher Attitudes
IDENTIFIERS- Middle School Students

Since motivation is an essential element in school success, it becomes critical that school psychologists understand how academic motivation influences middle school students' academic achievement. The behavior characteristics exhibited by academically motivated middle school students and some interventions for at-risk students are reported. The research was based on a group of eighth grade students (N=149) who live in a small rural community. The students, along with 16 teachers, were asked to complete various surveys. Additionally, students' school records were used to provide background information. Factor analysis of the results suggests that students identified the following characteristics as those that academically motivated students possess: they complete their schoolwork, do what they are supposed to in school, do their best in school, get good grades, and have good work habits. Teachers perceived motivated students to believe school is important, work hard in school, love school and love learning, have positive attitudes about school, and have high educational aspirations. Results indicate that students' school behavior directly influences teachers' perception of motivation and that teacher perception of motivation influences grades; that is, students' motivation and their school behaviors directly influence their grades. (RJM)

ED 414 544   CG 028 205

Burrell, Tracey
Experiences and Perceptions of Interpersonal, Environmental, and Institutional Racism among African-American Students in

reading program; give awards for reading achievement; become a book fair organizer; form a reading promotion partnership with a local school; and give books as business gifts. The booklet also briefly describes the BOOK IT! National Reading Incentive Program, sponsored by Pizza Hut, Inc. (RS)

ED 414 563 CS 012 987

Gipe, Joan P.
Multiple Paths to Literacy: Corrective Reading Techniques for Classroom Teachers. Fourth Edition.
PUB DATE- 98
NOTE- 460p.; For the third edition, see ED 374 416.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Corrective Reading; Elementary Secondary Education; Evaluation Methods; Higher Education; Readability; Reading Achievement; *Reading Comprehension; *Reading Difficulties; *Reading Writing Relationship; Spelling; Student Evaluation; Study Skills; Writing Evaluation
IDENTIFIERS- *Multiple Intelligences; Strategic Reading

Intended for classroom teachers at all levels and for undergraduate students in teacher education programs that included a practicum or field experience, this book provides both a guide and a resource for meeting the needs of readers experiencing difficulty. This fourth edition focuses on providing teachers with techniques for recognizing readers with difficulties; identifying readers' specific strengths and needs; and planning instruction that takes into account the special talents and multiple intelligences of students. New to the fourth edition are inclusion of guidelines for observing multiple intelligences; attention to multiple intelligences and technology applications; an updated bibliography of children's literature; and a new appendix of Internet web sites. Chapters are: (1) Fundamental Aspects of the Reading Process and Corrective Reading; (2) The Analytic Process: Its Nature and Value; (3) The Analytic Teacher; (4) Reading-Related Factors; (5) Assessing and Evaluating Reading Performance with Indirect Measures; (6) Assessing and Evaluating Reading Performance with Direct Measures; (7) The Reading/Writing Connection; (8) Word Recognition; (9) Reading Comprehension: Foundations; (10) Reading Comprehension and Strategic Reading for Narrative Text; (11) Study Skills; (12) Strategic Reading for Expository Text; and (13) Literacy Instruction in Linguistically Diverse Classrooms. Contains over 700 references. Appendixes discuss weekly progress reports, useful web sites, books to build self esteem, text readability, instructional environments, gathering affective information, stages in spelling development, scoring systems for writing, a picture book, and useful phonics generalizations. (RS)

ED 414 564 CS 012 989

Kids Review Kids' Books: 375 Reviews of Favorite Books That Get Children To Read and Read and Read! Grades 2-5.
PUB DATE- 97
NOTE- 210p.; Compiled by the Editors of "Storyworks" Magazine.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Many administrators and full-time faculty regard adjuncts or part-time faculty as "fringe elements," the "have-nots," the "homeless" of the academic world, or worst of all as "invisible necessities." Adjuncts at the University of West Florida (UWF) are not listed in any campus directory, nor are they invited to all-campus social activities, although the support staff usually receives invitations. Their accomplishments are rarely noticed, with little or no acknowledgment from campus and local presses for successes. Adjuncts are "cheap labor" and are in plentiful supply. Perhaps not all adjuncts are being exploited by administrators or the Powers-That-Be, but they are willfully ignored and woefully underpaid in comparison to their full-time counterparts. Gender could play a part in some of the inequity of recognition and composition. For example 12 of the adjuncts in the UWF English Department are female--only 3 are male. Adjuncts play as important a role as "regular" teachers do in students' lives and in their academic successes. Most adjuncts have taught in other school systems and have had other academic experiences; most do not neglect scholarship. As professionals, adjuncts must demand full academic recognition as scholars and full monetary recognition as well. Sojourner Truth once asked the question, "Ain't I a Woman?" so should adjuncts ask "Ain't I a Scholar?" (Contains 14 references; a list of questions to consider is appended.) (CR)

ED 414 583 CS 216 103

Pogner, Karl-Heinz, Ed.
Writing: Text and Interaction. Odense Working Papers in Language and Communication, No. 14.
PUB DATE- 97
NOTE- 186p.; Lectures presented at the Odense WritingDay (3rd, Odense, Denmark, May 17, 1996).
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Collected Works - Serials (022),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; Early Childhood Education; *English (Second Language); Essays; Foreign Countries; High Schools; Higher Education; Pretend Play; Teacher Role; *Technical Writing; *Writing Instruction; *Writing Processes; Writing Research; *Writing Skills
IDENTIFIERS- Author Text Relationship; Beginning Writing; Collaborative Writing; Denmark; *Interactive Writing

This collection of lectures, which is the viewpoint that considers writing not only as a thinking tool but also a communication tool, and thus, a tool of interaction. addresses the interactive view of writing. Also included in the collection are two articles by Danish and Turkish writing researchers on writing in English as a Foreign Language (EFL). Following an introduction by the editor, papers are entitled: (1) "A Discourse Analysis of Narrative Essays Written in English by Danish Students" (Dorte Albrechtsen); (2) "Should We Always Ask Students to Redraft Their Writing?" (Tim Caudery); (3) "Composing in First and Second Languages: Possible Effects of EFL Writing Instruction" (Ayse Akyel and Sibel Kamisli); (4) "Collaborative Writing: Online and Face to Face" (Stephen Doheny-Farina); (5) "Text and Dynamics: Observations on Text Production at a Technical Workplace" (Karl-Heinz Pogner); and (6) "Pretend Play and Learning to Write" (Helga Andresen). (CR)

ED 414 584 CS 216 104

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Curriculum Design; *Integrated Activities; *Interdisciplinary Approach; Intermediate Grades; Literacy; Literature Reviews; Middle Schools; Secondary Education; *Teacher Role; *Teacher Student Relationship; *Theory Practice Relationship
IDENTIFIERS- Authentic Assessment; *Educational Issues

Although interdisciplinary teaching has long been supported as a pedagogical practice, little research has looked closely at interdisciplinary teaching. A literature review was undertaken, therefore, to articulate the current theoretical understanding of interdisciplinary education and to examine how it influences practice in middle and high schools. Four questions were considered: What is interdisciplinary education?; How do the disciplines interrelate in practice?; What facilitating and/or problematizing factors impact interdisciplinary instruction?; and What are its effects upon students, teachers, and the school environment? A broad range of articles on interdisciplinary programs in grades 5 through 12 were examined, under the following headings: (1) language and vocabulary associated with interdisciplinary education; (2) types of disciplinary combinations described in the literature; (3) what actually happens in classrooms using interdisciplinary approaches; (4) factors that facilitate interdisciplinary programs; and (5) influence of interdisciplinary programs on teachers and students. For the review's purposes, an interdisciplinary continuum is composed of three ways of knowing that represent stages of disciplinary blending. Knowledge moves from being correlated (stage one) to being shared (stage two) to being reconstructed (stage three) along a continuum in which the disciplines move from being distinct and separate, to being combined with boundaries preserved, to being blended until disciplinary distinctions are no longer evident. Findings suggest that issues in literacy, curriculum, assessment, and institutional support are all of primary importance in effective interdisciplinary programs. Also, an interdisciplinary curriculum forces teachers to reconsider their role as expert/teacher of a single discipline. (Contains a figure showing the continuum model, 4 tables, and 63 references.) (NKA)

ED 414 603 CS 216 133

Sharpen Your Child's Writing Skills: A Guidebook for Kentucky Parents.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Writing; Grade 12; Grade 4; Grade 7; Intermediate Grades; *Parent Participation; Parent Role; *Portfolio Assessment; Portfolios (Background Materials); Secondary Education; Writing Improvement; Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- *Kentucky; Process Approach (Writing)

This booklet answers parents' questions about the following: Kentucky's Writing Portfolio program, the process which leads to effective writing, and the parent's role in the development of children's writing skills. The first section discusses the stages of the writing process (prewriting, drafting, revising,

Culture and Context: The Border School Principalship.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the University Council of Educational Administration (Orlando, FL, Oct 31-Nov 2, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; Cross Cultural Training; *Cultural Awareness; Educational Environment; Elementary Education; *Hispanic American Culture; *Mexican Americans; *Principals; *Teacher Administrator Relationship
IDENTIFIERS- *Mexico United States Border; *Texas (El Paso County)

This paper presents findings of a study that examined the behaviors of principals in El Paso County, Texas. The Modified Delphi Technique used two instruments: a questionnaire that was administered to a panel of experts who listed important behaviors for principals in border areas; and a survey based on panel members' responses that was mailed to 4,752 teachers in El Paso County. The teacher survey elicited 1,690 responses, or a 36 percent response rate. Teachers who were more involved with issues of culture, language, and the border experience were more likely to expect that principals demonstrate sensitivity to students' language, culture, and experiences. Teachers who spoke Spanish, who taught in bilingual programs, or who were Hispanic rated cultural sensitivity in principals more highly than did other teachers. Principals should know the expectations that teachers have of them, which may vary according to teachers' own contextual bases. The paper concludes with the following recommendations: (1) principals in any setting need adequate preparation in the areas of climate, communication, community, involvement, management, and instruction; (2) principal-preparation programs should be alerted to teachers' expectations for border-area principals; (3) principal selection should consider the "best fit" between the principal and the school-community context; and (4) study in Mexican culture and language would be appropriate for principals planning to serve in border areas. (Contains 20 references). (LMI)

ED 414 622 EA 028 793

Driver, Cyrus E.; Thorp, Victoria; Kuo, Victor
Sustaining School Restructuring by Reforming School Districts.
PUB DATE- 97
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Institutional Characteristics; *Organizational Change; *Organizational Theories; *School District Reorganization; *School Districts; School Organization; *School Restructuring; *Sociology
IDENTIFIERS- *Accelerated Schools

For over 10 years, the accelerated schools movement has worked to implement a cohesive philosophy and process for change in over 1,000 schools in 41 states. This paper describes the characteristics of accelerated schools and details the influences that districts have on them. It demonstrates how districts influence the success or failure of accelerated-partnerships (Mann 1984) include a coordinating structure, multiple purposes, multiple players, and stability. School-community partnerships provide a powerful sources of support for schools. Two tables are included. (Contains 47 references). (LMI)

ED 414 641   EA 028 817

Lashway, Larry
Multidimensional School Leadership. Fastback 424.
PUB DATE- 97
NOTE- 55p.
LANGUAGE- English
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Leadership Qualities; *Leadership Responsibility; *Leadership Styles; *Organizational Climate; Participative Decision Making; Power Structure; Principals; *School Administration; *Teacher Administrator Relationship
IDENTIFIERS- *Multidimensional Approach

TSchool leaders are finding that business as usual is no longer an option. This fastback provides a framework for thinking about the multiple demands of school leadership, suggesting that the different models of leadership can be reconciled by considering them to be complementary strategies. The fastback describes the hierarchical, transformational, and facilitative leadership strategies in detail and concludes that no one approach is superior in every situation; the principal's job demands multidimensional performance. Furthermore, there is little conclusive evidence to link a particular leadership strategy with student performance. The conclusion offers broad guidelines for choosing an appropriate strategy: (1) match the strategy to the situation; (2) balance process and product; (3) use actions for more than one purpose; and (4) develop a balanced style. (Contains 30 references). (LMI)

ED 414 642   EA 028 818

Moore, Arnold J.
Improving Schools: Quality Indicators Used When Selecting K-12 Teachers.
PUB DATE- 96
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Improvement; Educational Quality; Elementary Secondary Education; *Evaluation Criteria; Instructional Effectiveness; *Teacher Certification; *Teacher Evaluation; *Teacher Qualifications; *Teacher Selection
IDENTIFIERS- *Kansas

Within the education community there is a lack of consensus about how to define criteria to be used in assessing teacher qualifications. This report describes findings of a survey sent to all building administrators and district superintendents in the Kansas public schools (n=1,554). The survey elicited a total of 868 responses, 60 percent response rate. The instrument asked administrators which quality indicators they used in selecting K-12 teachers. The majority of respondents believed that today's first-year teachers were better prepared than those 5 years ago. Respondents ranked the following indicators of teacher quality as most important: unquestionable integrity and moral values, level of concern and caring for utilizing community resources, setting goals and objectives, communication skills, meetings, and leadership skills. Each session section typically includes an action plan goal, introductory material, sample problems or examples from the lives of people with disabilities, and exercises to practice. (DB)

ED 414 661 EC 305 926

Practical Guide to Services for People with Severe Lifelong Disabilities.
PUB DATE- 97
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agencies; Assistive Devices (for Disabled); County Programs; Human Services; Information Sources; Mental Health; Nonprofit Organizations; Organizations (Groups); Public Agencies; School Districts; *Severe Disabilities; Social Agencies; *Social Services; Social Support Groups; State Agencies; *State Programs
IDENTIFIERS- *South Carolina

This guide to services in South Carolina for people with severe disabilities is divided into seven sections. Section 1 covers the South Carolina Department of Disabilities and Special Needs (DSN) and includes information on how to access services, services offered by DSN boards, addresses of DSN board members, services and offices of the autism division, prevention and genetic services, and developmental evaluations. Section 2 is on other state government agencies that provide services to people with disabilities and special needs. Among these are school districts, county mental health offices, the Governor's office, and assistive technology services. Section 3 provides an alphabetical list of services and organizations by service need and includes addresses, phone numbers and fax numbers. Section 4 offers an alphabetical list of South Carolina support group organizations, their addresses, phone numbers, and fax numbers. Section 5 lists additional resources such as toll-free telephone numbers, publications for consumers, foundations and fund-raising organizations, and organizations for professionals. Section 6 is an index by subject and Section 7 an index by title. (DB)

ED 414 662 EC 306 007

The Prevention and Management of Urinary Tract Infection among People with Spinal Cord Injuries.
PUB DATE- 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Clinical Diagnosis; Evaluation Methods; Medical Evaluation; *Medical Services; Outcomes of Treatment; *Physical Disabilities; Symptoms (Individual Disorders)
IDENTIFIERS- *Spinal Cord Injuries; *Urinary Tract Infections

A 1992 Urinary Tract Infection Consensus Validation Conference brought together researchers, clinicians, and consumers to

Personnel Services; *State Standards
IDENTIFIERS- *New York

These guidelines are intended to provide basic background information on the use of educational interpreters in the education of deaf and hard of hearing students in New York State and to describe standards for the employment of interpreters in school districts, private programs, and other educational agencies in the state. After the introduction, the first section provides standards for the roles and responsibilities of the educational interpreter. A definition is provided, as are guidelines for interpreting in both the classroom and nonclassroom settings. Also addressed are the interpreter's role as a member of the educational team and the interpreter's noninterpreting responsibilities. The next section examines primary roles and responsibilities of the school, to provide students and parents with meaningful access to the educational process and to follow appropriate hiring and supervision standards. The third section considers skills and preparation of the educational interpreter, including interpreting skills, interpersonal skills, general knowledge, specialized knowledge, and knowledge of history, principles, and practice of education. Appended are a sample job description, a glossary, a list of resources, and a list of Special Education Training and Resource Centers. (DB)

ED 414 681 EC 306 026

Murphy, Harry; Higgins, Eleanor
An Investigation of the Compensatory Effectiveness of Assistive Technology on Postsecondary Students with Learning Disabilities. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 279p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Assistive Devices (for Disabled); *Compensatory Education; *Computer Uses in Education; Cost Effectiveness; Dropout Rate; *Educational Strategies; High Risk Students; Higher Education; *Learning Disabilities; Proofreading; Reading Comprehension; Student Attitudes; Student Attrition; Writing (Composition)
IDENTIFIERS- *California State University Northridge

This final report describes the activities and accomplishments of a 3-year study on the compensatory effectiveness of three assistive technologies, optical character recognition, speech synthesis, and speech recognition, on postsecondary students (N=140) with learning disabilities. These technologies were investigated relative to: (1) immediate compensatory effects on reading comprehension, proofreading and written composition; (2) long-term effects on academic retention and success; (3) long-term effects on academic behaviors and attitudes; and (4) cost effectiveness in relation to other compensatory strategies. Results indicated that all three of the technologies significantly alleviated difficulties in reading comprehension, proofreading and written composition; significantly improved long-term academic retention and success; positively influenced academic behaviors and attitudes; and were highly cost effective as compared to other compensatory interventions. The most dramatic findings were in the area of retention. Participants in the study had a drop-out

Sultana, Qaisar
Analysis of Impartial Due Process Hearings: Implications for Educators.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (26th, Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; Compensatory Education; *Court Litigation; *Disabilities; Disability Identification; Discipline Policy; *Due Process; Elementary Secondary Education; *Hearings; Inclusive Schools; *Individualized Education Programs; Mainstreaming; Parent School Relationship; Private Schools; Special Education; Student Evaluation; *Student Placement
IDENTIFIERS- Kentucky

The purposes of the study were to: (1) identify the issues addressed at the due process hearings in this southeastern state, and (2) examine the implications for educators. Due process hearing decisions rendered since 1994, a total of 31 were reviewed. Results of the study showed that student placement was the most common issue for which a due process hearing was called. The second most common issue was the individualized education program. This was followed by evaluation, private schooling, implementation of behavior modification programs, least restrictive environment, free appropriate public education, suspension/expulsion, child find, and compensatory education. The range of issues addressed at the hearings ranged from 1 to 7 with a mean of 2.6. Although it was difficult to compute accurately the number of hearings won by the petitioner or the defendant because sometimes the petitioner prevailed on one issue and the defendant prevailed on another; in a majority of decisions, the parents prevailed. Reasons for due process hearings on these different issues are discussed, and recommendations are made for including a course in special education laws and regulations at the preservice level and/or incorporating the appropriate regulations in relevant courses. (CR)

ED 414 699 EC 306 045

Musolino, Gina M.
Comparison of Reflective Practitioner Characteristics of First and Second Year Master's in Physical Therapy Students at Nova Southeastern University. Research Methodology.
PUB DATE- 97
NOTE- 76p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Graduate Students; Higher Education; Masters Degrees; *Outcomes of Education; *Physical Disabilities; *Physical Therapists; Physical Therapy; Problem Solving; *Professional Education; *Self Evaluation (Individuals); Student Educational Objectives
IDENTIFIERS- *Reflective Practice

This report discusses a study that investigated whether 68 graduate physical therapy students at Nova Southeastern University (NSU) possessed greater reflective practitioner learning styles; (7) assessment practices in multicultural special education; (8) preparing for the instruction, which discusses the Individual Education Plan (IEP) process; (9) involving parents, families, and communities from diverse cultural backgrounds; (10) modifying the school and classroom climate; (11) learning styles and instructional formats; (12) infusing multicultural content; (13) the language learning environment; and (14) literacy instruction. Each chapter includes brief case histories, learning activities, chapter summaries, and quizzes and questionnaires to test the reader's comprehension. Appendices include a glossary of important terms and resources for instruction. (Contains more than 900 references.) (CR)

ED 414 717 EC 306 089

McCreight, Brenda
Recognizing and Managing Children with Fetal Alcohol Syndrome/Fetal Alcohol Effects: A Guidebook.
PUB DATE- 97
NOTE- 153p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Behavior Problems; Case Studies; Developmental Stages; *Educational Strategies; Elementary Secondary Education; Family Life; *Fetal Alcohol Syndrome; Infants; *Student Characteristics; *Student Needs; *Symptoms (Individual Disorders); Toddlers

A family counselor and mother of adopted children with Fetal Alcohol Syndrome/Effects (FAS/E) offers practical advice and information on dealing with FAS/E's lifelong effects on behavior and learning. The book begins by discussing the historical, medical, and social aspects of FAS/E, and details common behavioral characteristics associated with the condition. Characteristics described include: academic problems, attention deficit disorders, speech/language disorders, information processing deficits, patterning problems, poor impulse controls, inability to relate behavior to consequences, poor short-term memory, inconsistent knowledge base, poor personal boundaries, confusion under pressure, difficulty grasping abstract concepts, inability to manage anger, and poor judgment. The guide is then divided by the developmental stages of life: infancy and toddlerhood, early childhood, middle childhood, late childhood, early adolescence, and late adolescence. The different challenges and obstacles presented by the symptoms of FAS/E in each life stage are described, followed by suggestions to overcome them and to help the family, the teacher, and the child create effective changes in the child's behavior. Case studies are used to clarify psychological concepts and to personalize FAS/E for the novice. Contains a list of resource organizations, books, and relevant Internet sites (Individual chapters include references.) (CR)

ED 414 718 EF 005 000

Indoor Air Quality Basics for Schools.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Affective Objectives; Classroom Techniques; *College Second Language Programs; Cultural Awareness; *Cultural Education; Curriculum Development; Educational Objectives; *French; *German; Higher Education; Instructional Materials; Material Development; *Multimedia Instruction; Program Descriptions; Program Development; Second Language Instruction; Student Attitudes; Teacher Developed Materials; Videodisks
IDENTIFIERS- University of Iowa

The report details a project at the University of Iowa to introduce significant cultural materials into French and German second language courses through multimedia instruction. Project accomplishments include: development of cultural fluency objectives for intermediate-level language programs; development of multimedia interactions for teaching language and culture; production of 25 hours of authentic video documents on videodisc for specific thematic areas; integration of multimedia lesson materials into French and German curricula; and research to establish baseline data on cultural knowledge and attitudes and to measure the effectiveness of methods and impact of the curriculum. Computer screen illustrations from both French and German curricula and catalog descriptions of the videodiscs created through the project are appended. (MSE)

ED 414 740 FL 024 934

Portocarrero, Georgia; Bergin, Jeannine
Developing Literacy: A Co-Teaching Model Using Readers' and Writers' Workshop.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *English (Second Language); Interdisciplinary Approach; *Literacy Education; Program Descriptions; *Reading Instruction; Second Language Instruction; *Team Teaching; *Writing Instruction; *Writing Workshops
IDENTIFIERS- Montgomery County Public Schools MD

A program at Viers Mill Elementary School (Silver Spring, Maryland) to develop the literacy skills of both English-as-a-Second-Language (ESL) and native English students is described. The program uses a co-teaching model, in which classroom teachers and ESL teachers collaborate by providing readers' and writers' workshops. The workshops have been extended from the initial offering in first and second grade classes to first through fifth grades. During the sixty-minute reading/language arts instructional block, students participate in workshops that include whole-group mini-lessons, a large block of independent work and conferencing time, and a whole-group sharing time. ESL and classroom teachers team-teach the mini-lessons two or three days a week; on days without mini-lessons, students are brought together to discuss the day's plans and to set individual goals to be met during the workshop. During independent work, time, teachers conference with individual students about books they are reading or about their writing. The report details the procedures of each workshop type, in implementing/using and evaluating the videotapes, a brochure, and a separately published catalog of the tapes available. (MSE)

ED 414 762 FL 024 961

Pennington, Martha C., Ed.
The Power of CALL.
PUB DATE- 96
NOTE- 229p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Research; Classroom Techniques; *Computer Assisted Instruction; Computer Networks; Educational Technology; Hypermedia; Indexes; Instructional Materials; Oral Language; *Reading Instruction; Second Language Instruction; *Second Languages; Skill Development; *Speech Skills; Teaching Methods; *Writing Instruction

The book provides an overview of Computer-Assisted Language Learning (CALL) written by specialists in specific areas of electronic media. Its nine chapters include: "The Power of the Computer in Language Education" (Martha C. Pennington); "Elements of CALL Methodology: Development, Evaluation, and Implementation" (Philip L. Hubbard); "Second Language Classroom Research Traditions: How Does CALL Fit?" (Carol Chapelle, Joan Jamieson, Yuhsoon Park); "Computer Networks: Webs of Communication for Language Teaching" (Robert Hoffman); "Hypermedia and CALL" (David Ashworth); "Concordancing in Language Learning" (John Flowerdew); "A Principled Consideration of Computers and Reading in a Second Language" (Tom Cobb, Vance Stevens); "Exploring the Virtual World: Computers in the Second Language Writing Classroom" (Marianne Phinney); and "Computer-Assisted Development of Spoken Language Skills" (Martha C. Pennington, John H. Esling). Contents are indexed by subject. (Contains 420 references.) (MSE)

ED 414 763 FL 024 962

Taura, Hideyuki
A Comparative Study of Japanese/English Bilingual Code-Switching in Three Different Domains.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Age Differences; *Bilingualism; Children; *Code Switching (Language); Discourse Analysis; *English (Second Language); Foreign Countries; Interpersonal Communication; *Japanese; *Language Patterns; Language Research; Language Role; Radio; *Sociocultural Patterns

This study examined Japanese/English code-switching in three different contexts: a bilingual radio program broadcast in Japan; language of two bilingual siblings; and an adult bilingual dinner party. Particular attention was paid to the situational meanings of code-switching and to politeness issues. Code-switching was examined first at four levels (intra-sentential, inter-sentential, tag-switching, and general discourse), and then further analyzed by function (quotation, facility of recall, directive, solidarity, phatic, metalinguistic, poetic, change of topic). Results support one interpretation of code-switching, that there is an interaction by undergraduates. The students reported in their distance learning fieldnotes that the possibility of having to present their ideas on "television" to an audience of distant peers led them to carry out their assignments with a great deal more effort than they ordinarily would have invested. However, students reported that since speaking was such an "event" in the context of videoconferencing, they did not always feel comfortable making brief supportive remarks and thereby using a television framework for social interaction did not always lead to a collaborative learning environment. (Contains 18 references.) (MDM)

ED 414 785 HE 030 586

Seidel, Laura E.; England, Eileen M.
Gregorc's Cognitive Styles: Preferences for Instructional and Assessment Techniques in College Students.
PUB DATE- 97
NOTE- 32p.; Poster presented at the Annual Convention of the American Psychological Society (Washington, DC, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; College Instruction; *College Students; *Educational Attitudes; Evaluation Methods; Higher Education; Individual Differences; Learning Processes; *Liberal Arts; *Majors (Students); Student Attitudes; *Teaching Methods
IDENTIFIERS- *Gregorc Style Delineator

This study investigated liberal arts college students' preferences for various teaching methods and testing techniques in relation to their measured cognitive style. A total of 100 students completed the Gregorc Style Delineator and a questionnaire on instructional methods commonly used in college classes. The results indicated that the sequential-random dimension of Gregorc's model was the stronger predictor of learning style. High sequential scorers preferred teaching methods such as structured lecture and independent lab experiments, and tests comprised of problems with concrete answers. These students tended to be science majors rather than social science or humanities majors. High random scorers preferred group discussion and group projects, and assessment by projects or class discussion. These students tended to be humanities majors. It is concluded that Gregorc's cognitive styles appear to be related to the instructional preference of liberal arts college students. (Contains 10 references.) (Author/MDM)

ED 414 786 HE 030 587

LeBlanc, H. Paul, III
Applying to Graduate School.
PUB DATE- 96
NOTE- 21p.; Paper presented to the Resident Housing Assistants, University Housing (Carbondale, IL, October 14, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *College Applicants; *College Choice; *College Students; *Decision Making; Degree Requirements; *Graduate Study; Higher Education; Student Financial Aid

ED 414 806 HE 030 699

Breaking the Social Contract. The Fiscal Crisis in Higher Education.
SPONS. AGENCY- California Education Roundtable.
PUB DATE- 97
NOTE- 28p.; A report by the Commission on National Investment in Higher Education. For related document, see HE 030 700.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; College Attendance; Demography; Economic Factors; Educational Change; *Educational Finance; *Educational Policy; Financial Exigency; Financial Policy; *Financial Problems; *Higher Education; Income; Institutional Mission; Intercollegiate Cooperation; *Outcomes of Education; Paying for College; Productivity; *Socioeconomic Influences; Wages

This report presents the results of a 2-year study of the fiscal condition of higher education in the United States. The study found that at a time when the level of education needed for productive employment is increasing, college costs and demand are rising much faster than funding. Unless sweeping changes are made to control costs, millions of Americans will be denied the opportunity to go to college, further exacerbating growing wage disparities between rich and poor and threatening the economic and social stability of the nation. Until now, institutions have covered rising costs by sharp tuition increases; however, such increases will shortly begin to keep Americans from pursuing higher education. And if future tuition increases are capped at the rate of inflation, colleges and universities will face a massive shortfall of resources by 2015. The report recommends that (1) political leaders reallocate public resources to reflect the growing importance of higher education; (2) institutions improve performance-based assessment, faculty productivity, and internal accountability; (3) institutions pursue greater mission differentiation; (4) institutions develop sharing arrangements to improve productivity; and (5) that all citizens be encouraged to pursue some form of postsecondary education. (MDM)

ED 414 807 HE 030 700

Benjamin, Roger; Carroll, Stephen J.
Breaking the Social Contract: The Fiscal Crisis in California Higher Education.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, CA.; California Education Roundtable.; California Univ., Berkeley. Board of Regents.
PUB DATE- 97
NOTE- 32p.; For related document, see HE 030 699.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; College Attendance; Demography; Economic Factors; Educational Change; *Educational Finance; *Educational Policy; Financial Policy; *Higher Education; Income; Institutional Mission; Intercollegiate Cooperation; *Outcomes of Education; Paying for College; Productivity; *Socioeconomic Influences; Wages
IDENTIFIERS- *California

This report presents the results of a study of higher education

Academic Discourse" (M.Elliott); (5) "Promoting Language Skills through Collaboration between Content Lecturers and Language Specialists" (R.Hallett); (6) "Between Logic and Rhetoric: Advance and Complication in the Teaching of Reading Comprehension" (D.den Hartog); (7) "Developing Critical Literacy for Nursing and Health Science" (M.Harvie and others); (8) "EAP: Making Risk-taking in Academic Writing Less Risky for International Students" (B.Hird); (9) "Literacy, Culture and Difference: Feedback on Student Writing as Discursive Practice" (M.Keech); (10) "Writing Expository Essays in Chinese. Chinese or Western Influences?" (A.Kirkpatrick); (11) "The Development of Communication Skills in Undergraduate Health Professional Education" (R.Ladyshewsky and E.Gotjamanos); (12) "An Applied Linguist Reads Engineering" (R.L. Davies) and (13) "Language Characteristics of the Examination Essays by Dental Students" (R.L.Davies); (14) "Cross-Disciplinary and Discipline-Specific Discourse Features in Student Academic Writing" (S.Kaldor and others); (15) "You Only Have to Humiliate Yourself: Discursive Practices in a First-Year 'Practical Legal Skills' Course" (R.Maclean); (16) "Learning to Manage? Managing to Learn? Reading Frames in Business Education" (I.Reid and D.Mulligan); (17) "Another Country: Non-Aboriginal Tertiary Students' Perceptions of Aboriginal and Torres Strait Islander Peoples" (J.Ryan); (18) "The Report and the Essay: Are We Muddling Science and Engineering Undergraduates by Asking Them to Write in Two Different Genres?" (H.Silyn-Roberts); (19) "Cultural Differences Within 'Western' and 'Eastern' Education" (M.Spizzica); (20) "Advanced Learners' Literacy in Japanese Literature" (M.Takeuchi and E.Tanaka); (21) "Research Management: Discipline Specific Discourse and Supervisor/Researcher Interactions" (L.Wilkins and F.Symons); (22) "Native Speakers' Attitudes towards Sales Letters and Implications for Teaching Modern Standard Chinese" (Z.Yunxia); and (23) "Literacy Needs for Engineering Numeracy" (K.Yasukawa). (Contains approximately 375 references.) (BF)

ED 414 824   HE 030 804

Ladd, George T.
College Bound. 1989-1992. The Fund for the Improvement of Postsecondary Education, FIPSE Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 34p.; Some pages in the Appendices may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Aspiration; Academic Persistence; College Bound Students; College Preparation; College School Cooperation; Critical Reading; *Curriculum Enrichment; *Educationally Disadvantaged; Enrichment Activities; High Risk Students; High School Graduates; *High School Students; High Schools; Higher Education; Leadership Training; Mentors; Minority Groups; Problem Solving; School Holding Power; Test Wiseness; *Urban Schools; Writing Skills
IDENTIFIERS- Boston Public Schools MA; *College Bound Program

This document reviews the experiences of College Bound, a joint four-year Boston Public Schools/Boston College enrichment and support program for multicultural, urban, public high school students. The program was designed to supplement the regular an executive summary, an overview of the project, and a description of the project's purpose, background and origins, major components, and evaluation/results. Appendices include the UROP brochure, newsletter, and faculty handbook, the survey instruments, and a draft paper titled "Undergraduate Student-Faculty Research Partnerships Affect Student Retention" (Biren A. Nagda and others). (DB)

ED 414 842 HE 030 828

Hornby, Rodger
Training Culturally Appropriate Interventions for Native Americans.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indian Education; American Indians; *Curriculum Development; Departments; Higher Education; *Human Services; *Lakota (Tribe); Majors (Students); Program Effectiveness; Questionnaires; Rural Education; Surveys; Test Norms; *Tribally Controlled Education
IDENTIFIERS- *Native Americans; *Sinte Gleska University SD

This report describes activities and accomplishments of a 3-year project at Sinte Gleska University (South Dakota) which revised the school's Human Services curriculum and training model and normed a variety of assessment instruments on Lakota people. Sinte Gleska University is a tribally chartered institution, located on an Indian reservation, and is specifically intended to serve people of the Sicangu band of the Lakota. Specific curriculum changes included increasing the number of Lakota courses required for graduation and greater student involvement in Lakota ceremonies, activities, and celebrations. As part of their training, students completed 45 hours of individual counseling, provided counseling services to community members, and became more familiar with both Lakota culture and the culture and needs of non-Indian rural white Americans. Yearly evaluation by an external evaluator found that the project met all its identified goals and has served as a model to other departments at Sinte Gleska. Individual sections of the report provide an executive summary; an overview of the project; and a description of the project's purpose, background and origins, major features, and evaluation/results. Appendices comprise the major portion of the document and include: forms used in the project, survey instruments, the program model, and evaluation reports.(DB)

ED 414 843 HE 030 829

Blakely, Richard
The English Language Fellows Program.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Persistence; *College

*Questionnaires; Recreational Activities; Reliability; School Surveys; Social Organizations; Statistical Surveys; *Student Attitudes; Student Characteristics; *Student College Relationship; Student Participation; *Student Surveys; Student Unions; Teacher Student Relationship; Test Norms
IDENTIFIERS- *College Student Experiences Questionnaire

This document presents tentative 1990-91 norms for the College Student Experiences Questionnaire (CSEQ).The norms are based on student (n=20,513) questionnaires which gathered data from 18 doctoral universities, 21 general liberal arts colleges, 19 comprehensive colleges and universities, and 5 highly selective liberal arts colleges. Data are broken down by type of institution and cover various student characteristics including demographics, year in college, and major. Data for student rankings by type of institution cover: student use of college library facilities, student interactions with faculty members; course learning; art, music and theater experiences; the student union; athletic and recreational activities; clubs and other groups; experiences in reading/writing and science; personal experiences; student acquaintances; campus residence experiences; conversation topics; opinions about the college environment and about benefits from attending college. Data are also included on student progress toward reaching 23 stated goals. Appended are a bibliography, listing papers that concern the use of the CSEQ or the concept of quality of effort as measured by the CSEQ, and a psychometric supplement, which compares the second and third editions, and includes reliabilities and intercorrelations of the CSEQ scales. (SW)

ED 414 861 HE 030 859

Breivik, Patricia Senn
Student Learning in the Information Age. American Council on Education Series on Higher Education.
PUB DATE- 98
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Active Learning; Administrator Role; Change Strategies; College Faculty; *College Programs; College Students; Computer Oriented Programs; Educational Resources; General Education; Higher Education; Individual Differences; *Information Literacy; Intellectual Disciplines; Learning Activities; *Learning Strategies; *Librarian Teacher Cooperation; Majors (Students); Models; Problem Solving; Program Budgeting; Program Implementation; Student Participation; Teacher Role; Technology Transfer
IDENTIFIERS- Association of College and Research Libraries; National Forum on Information Literacy; *Resource Based Learning

This book discusses resource-based learning in higher education. One premise of resource-based learning is that as students become able to select their own learning materials from information resources, they become active, independent learners, while professors become learning facilitators in cooperation with librarians and other information providers. The chapters are: chapter 1, "The Move Toward a New Literacy," discussing higher education's response in the United States and abroad; chapter 2, "Resource-Based Learning," discussing the limitations of lecture and the importance of resource-based learning and critical thinking; chapter 3, "Successful Information Literacy Programs discussing alternatives to the status quo and assessment issues; chapter 4, "Discipline-the dollar value of volunteers. A chapter on legal issues and risk management contains sections contributed by an attorney, and the chapter on the dollar value of volunteer services contains sections on updated accounting practices written by a Certified Public Accountant. This revised edition also covers changes in the field such as the impact of mergers of nonprofit organizations, new categories of volunteers such as stipended and "mandated" community service participants, and volunteers in a time of budget cutting. Two appendixes provide the following: (1) a volunteer management task outline; and (2) a discussion of volunteerism resources and a list of 18 references. (KC)

ED 414 412 CE 075 142

Ellis, Susan J.
The Volunteer Recruitment (and Membership Development) Book. Second Edition.
PUB DATE- 96
NOTE- 152p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Administrator Behavior; *Administrator Role; Administrators; Adults; Agency Role; *Nonprofit Organizations; Personnel Selection; Private Agencies; *Program Administration; *Recruitment; Social Agencies; *Voluntary Agencies; Volunteer Training; *Volunteers

This book is designed to help nonprofit organizations recruit and retain volunteers. Following an introductory section covering the recruitment and use of volunteers, it contains 14 chapters organized in 3 sections. The chapters in the first section discuss what volunteer recruiters need to do before actually asking anyone to volunteer. They elaborate the steps to take to plan for volunteer involvement and select the best sources of prospective volunteers for the available assignments. The chapters in section II examine the best ways to reach out to prospective volunteers--choosing the right recruitment techniques and presenting the organization's message in the most motivating way. The chapters in section III discuss the special challenges of reaching out to the widest possible audiences to find the best volunteers, including distinctive recruitment issues relevant to all-volunteer groups. An appendix covers the possibilities of recruiting on the Internet and a bibliography contains 18 references. (KC)

ED 414 413 CE 075 294

Walters, Shirley, Ed.
Globalization, Adult Education & Training. Impacts & Issues. Global Perspectives on Adult Education and Training Series.
PUB DATE- 97
NOTE- 278p.; Global Perspectives on Adult Education and Training Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; Adult Literacy; Economically Disadvantaged; Employed Women; Experiential Learning; Foreign Countries; Individual Development; *Inplant Programs; International Relations; Job Training; Labor Force Development; *Lifelong Learning; Literacy Education; *Role of Education; Rural Women; Teaching Methods; *Womens Education
IDENTIFIERS- Canada; Chile; *Globalization; Kenya; South Africa

ED 414 431 CE 075 331

Imel, Susan
Welfare Reform: What's at Stake for Adult and Vocational Education. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Education; Adult Literacy; Annotated Bibliographies; Basic Skills; *Education Work Relationship; Educational Needs; *Educational Practices; Educational Research; *Educational Trends; Literacy Education; Needs Assessment; Postsecondary Education; Program Effectiveness; Trend Analysis; *Vocational Education; *Welfare Recipients
IDENTIFIERS- Personal Responsibility and Work Opp Recon Act; *Welfare Reform; Welfare to Work Programs

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 emphasizes the placement of people in jobs as the first step in the welfare reform process rather than the development of basic and job skills. This has forced adult and vocational educators to rethink the role their programs can play in welfare reform. The move to de-emphasize education and training in the welfare reform act is more than a little ironic in view of the fact that the research on welfare-to-work programs continues to confirm that the most effective welfare-to-work programs share a balanced approach that mixes job search, education, job training, and paid and unpaid work experience. When developing programs for welfare recipients, adult and vocational educators must create ways of developing balanced programs while still meeting the requirements of the legislation. Although activities to improve basic skills are important, they should be provided as part of a comprehensive program designed to develop employability. Successful basic skills components include the following qualities: clear concept of participants' educational and other needs; support for teachers' efforts to innovate and experiment in the classroom; and sufficient funding to implement innovative ideas. (Contains 18 annotated references.) (MN)

ED 414 432 CE 075 334

Davis, Val; Simpson, Ann
The Shrinking World: International Links with FE.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Global Approach; *International Cooperation; *International Educational Exchange; International Relations; *International Trade; *Labor Force Development; Labor Market; Postsecondary Education; Technical Institutes; *Vocational Education
IDENTIFIERS- *United Kingdom

A study investigated the current situation of international activities in further education colleges in the United Kingdom.

IDENTIFIERS- *Missouri

During Fiscal Year (FY) 1997, Missouri's vocational education delivery system continued implementation of the standards and measures of performance for vocational education. The vocational education system of 450 local education agencies offered coursework in agricultural, business, family and consumer sciences, health occupations, industrial, and marketing and cooperative education. In FY 1997, more than $21 million federal, $48 million state, and $101 million local funds were expended to support vocational education. Enrollment included 127,598 secondary, 54,132 postsecondary, and 94,695 adult students. Seven regional and two metropolitan centers provided vocational training and employment services for single parents and displaced homemakers. During FY 1997, 7,480 students received services provided by sex equity funds. Forty-three at-risk student centers provided academic and vocational instruction, intensive counseling, and support services. State leadership activities focused on state directed curriculum and professional development. Missouri funded or developed strategies for family and consumer sciences education, tech prep demonstrations, integrating applied academics into vocational education, and career guidance and counseling. (Appendixes contain the following: enrollment data tables, Performance Standards and Measures for Vocational Education, data tables on single parent programs, forms, exemplary programs, and state-initiated programs.) (YLB)

ED 414 451 CE 075 370

Offer, Marcus; Watts, Tony
The Internet and Careers Work. NICEC Briefing.
SPONS. AGENCY- Careers Research and Advisory Centre, Cambridge (England).; Department for Education and Employment, London (England).
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Counseling; Career Education; *Career Guidance; *Computer Mediated Communication; Computer Oriented Programs; Computer Uses in Education; Costs; *Counselor Training; Educational Needs; Educational Technology; Electronic Mail; Foreign Countries; *Information Dissemination; *Internet; Needs Assessment
IDENTIFIERS- United Kingdom

This briefing reviews the state of the art in the application of the Internet in career guidance and counseling. It describes how the Internet works and the main services offered: electronic mail, newsgroups, the World Wide Web, file transfer, and intranets. A glossary is provided. The following current and potential uses are discussed: access to information; direct access to computer-assisted guidance systems; individual guidance at a distance; new forms of group work through e-mail and newsgroups; access and outreach; electronic recruitment, placement, and job search; careers education; marketing of guidance services; and professional networking and support. A range of issues relating to the use of the Internet in the career field are identified: how to ensure equitable access to the resources of the Internet; whether the Internet is to remain largely free-access or will become more commercialized

One World, Many Cultures. Papers from the International Conference on Adult Education and the Arts (4th, St. Andrews, Scotland, July 10-14, 1995).
PUB DATE- 96
NOTE- 228p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Adult Education; *Adult Learning; Andragogy; *Art Education; Creativity; *Cultural Differences; Cultural Pluralism; Disabilities; Empowerment; Ethnic Groups; *Fine Arts; Foreign Countries; Higher Education; Independent Study; Lobbying; Minority Groups; Museums; Music; Pantomime; Participation; Role of Education; *Social Change; Technology Education; Visual Arts
IDENTIFIERS- *Scotland

The following papers are included: "Foreword" (Bridget McConnell); "Introduction" (David J. Jones); opening addresses by George Robertson MP, Shadow Scottish Secretary, and by Charlie McConnell, Executive Director, Scottish Community Education Council; and speech by Christine Hamilton, Deputy Director, Scottish Arts Council; "Keynote Speech: Memory and Representation: The Arts & Social Change in South Africa" (Ingrid Fiske); "Keynote Speech: Movements in the Undergrowth" (Paul Nolan); "The Therapeutic Function of Adult Education in the Arts" (Timothy Buell); "The University of the Third Age" (Helen Cairns); "Ethnic Minority Participation in Access to Higher Education Arts Courses" (Margaret Davidson); "A Comparison of How Two Types of Visitors Use Their Own Resources in a Fine Art Museum" (C. Dufresne-Tasse, A. Weltzl-Fairchild); "Self-Direction in Adult Art Education" (Paul J. Edelson); "Dutch Andragogy and Museum Education" (Bastiaan Van Gent); "Theatre Artist & Traditional Entertainers as Adult Educators in Africa--The Sierra Leone Experience" (Charlie Haffner); "Visual Realities: The Creation and Transformation of Meaning through the Visual Arts" (Jacquie Johnson); "Nottinghamshire Next State" (David Johnston); "Significant Connections: How a Supportive Group Fosters Adult Creative Experience" (Carolyn Jongeward); "'The Human Seriousness of Play'--A Proposition for a Neglected Art Form--Mime" (Pat Keysell); "Adult Participation in the Visual Arts--Conservation or Change?" (Kaye Lynch); "Behind the Lines" (Carl MacDougall); "Fife Arts and Crafts Enterprise Training (F.A.C.E.T.)--A Case Study in User Involvement" (Callum McGregor); "A Singular Collaboration, Adult Education, & the National Collection of Modern Art at Tate Gallery, Liverpool: A Study in Practice and Effect" (Anne MacPhee); "'In From the Cold'--Disability Awareness and the Arts in Adult Education" (Jill Maguire); "Cultural Erosion or Empowerment? Arts Development in the Highlands and Island of Scotland?" (Kate Martin); "Museum Studies--Collaboration and Opportunity" (Nicole Mezey); "A Night at the Opera" (Gerald Normie); "Art for Adult and Technology Education" (Kenneth E. Paprock); "Local and Regional Culture in the Czech Republic" (Slavomir Plicka); "If I Can't Dance It's Not My Revolution--Cultural Action in Scottish Communities" (Stan Reeves, Vernon Galloway); "Persuading the Politicians" (Eric Robinson); and "Traditional Song and Artistic Renaissance in the Middle Years" (Sheena Wellington). (MN)

ED 414 471 CE 075 402

Flaxman, Erwin; Guerrero, Anabelle; Gretchen, Denise
Career Development Effects of Career Magnets versus Comprehensive

assessment matrix was produced. (Appendixes include methodology, Midwives Directives, conference papers, and 135 references.) (YLB)

ED 414 487 CE 075 425

Brooker, Charles; Davies, Sue; Ellis, Lorraine; Laker, Sara; Philp, Ian; Walker, Alan; Warnes, Anthony
Promoting Autonomy and Independence among Older People: An Evaluation of Educational Programmes in Nursing.
PUB DATE- 97
NOTE- 307p.; A separately published volume of "Research Highlights" with the same title containing an abstract of the project, the method and major findings is attached.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Aging (Individuals); Continuing Education; Daily Living Skills; Foreign Countries; *Independent Living; Nursing; *Nursing Education; *Older Adults; *Personal Autonomy; Postsecondary Education; *Program Effectiveness; Program Evaluation; Self Management
IDENTIFIERS- Great Britain

A study explored the relationship between the content of educational programs in nursing and the quality of nursing care for older people, especially the extent to which nurses promote autonomy and independence. Activities included an analysis of curricula for pre- and postregistration nursing education programs in Britain, investigation of outcomes of a course on nursing elderly people in different care settings, and a national survey of facilities providing continuing care to older people. Curriculum analysis revealed content relating to most dimensions of autonomy and independence in most programs. Little evidence indicated older people's involvement in educational program development and delivery. The survey of nursing homes found a wide variation in the proportion of staff with a range of pre- and postregistration educational qualifications. Most nursing homes had little contact with nursing educational centers. Resident autonomy was positively associated with overall level of nurses' educational experience, proportion of qualified staff undertaking educational programs, and level of contact with nursing educational centers. Evaluation of the course on nursing elderly people suggested it was very successful in challenging stereotypical views of older people. Some course participants and managers were concerned about its relevance to their own practice setting. Nurse educators tended to focus on abstract concepts and theoretical ideas at the expense of practical applications. (Appendixes contain 211 references, instruments, and tables.) (YLB)

ED 414 488 CE 075 427

Exploring Career Paths. A Guide for Students and Their Families.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 37p.; Designed to be used with a related facilitator's guide; see CE 075 428.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

science; (23) urban living; (24) war; (25) women in history; and (26) work. The books are also classified according to the following genres: biographies and autobiographies; diaries and journals; drama; essays; photography; poetry; short stories; and wordless or almost wordless books. The bibliography begins with a page of suggestions for using books thematically. (KC)

ED 414 506 CE 075 495

Lee, Lung-Sheng
A Comparison of Technology Education Programs in Eight Asia-Pacific Countries.
PUB DATE- 98
NOTE- 10p.; Paper presented at the National Conference of the Australian Council for Education through Technology (Melbourne, Victoria, Australia, January 4-9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Comparative Education; *Educational Development; Foreign Countries; Job Skills; Job Training; Problem Solving; *Program Content; *Program Implementation; *Technology Education
IDENTIFIERS- *Asia Pacific Region

To improve technology education in Taiwan and promote understanding of international technology education, technology education programs in Australia, Japan, Korea, Mainland China, Malaysia, New Zealand, the Philippines, and Taiwan were compared. A four-stage comparative approach (description, interpretation, juxtaposition, comparison) was used. Four main aspects of technology education programs were compared: the macro context, educational context, status quo, and features. These conclusions were drawn: (1) technology education was commonly seen as a subordinate subject; (2) the earliest programs were started at the beginning of this century; (3) the evolution of technology education progressed from handicrafts to technology; (4) program content was related to industry-based knowledge and in some countries linked with agriculture- and/or business-based knowledge; (5) based on their goals and contents, programs could be categorized into four types: life fulfillment, industrial skill development, pre-vocational education, and design/problem solving; (6) countries faced these common problems in technology education implementation--lack of qualified teachers and adequate equipment, insufficient financial support and teaching hours, and out-of-date curricula; and (7) the major trend was an emphasis on a praxis-based body of knowledge. All eight countries had good potential to foster technology education provided there would be effective professional supervision. (YLB)

ED 414 507 CE 075 496

Nemecek, John
The Summary Paper: An Effective Assessment Tool for Adult Collegiate Learners.
PUB DATE- 97
NOTE- 6p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Cincinnati, OH, November 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Counseling; *Career Guidance; Careers; *Counseling Services; *Counselor Attitudes; Counselors; Elementary Secondary Education; Employed Women; Employment Counselors; *Females; Foreign Countries; *Guidelines; Sex Differences; Work Environment
IDENTIFIERS- Canada; ERIC Digests

The need for quality standards in career counseling and for the articulation of competencies required for practitioners delivering these services, is gaining increased attention in Canada and elsewhere. This digest outlines governmental efforts to develop guidelines for the career counseling of girls and women. Career counseling includes services and programs which facilitate individuals' development and enhances their ability to make optimal choices regarding their roles in occupational, familial, and social structures. Individuals who counsel these populations should adhere to the following guidelines: understand the assumptions underlying various theoretical approaches to the practice of career counseling; ascribe no preconceived limitations on the direction or nature of potential changes or goals in counseling women; recognize that masculine terminology reflects bias against women; be knowledgeable about support services available to women; continually gain knowledge and awareness of social, biological, and psychological influences on female development; understand that client difficulties may rest in cultural factors which limit a women's concept of self; be aware of the counselor's influence on a female client; support the elimination of sex bias within institutions and individuals; and recognize circumstances where clients will prefer a same- or opposite-sex counselor. (RJM)

ED 414 525 CG 027 052

Flynn, Robert J.
Follow-Up Evaluation of Career-Counseling Programs: ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Counseling; Career Education; Career Guidance; Careers; *Counseling Services; Counseling Techniques; Counselor Performance; *Evaluation Criteria; Evaluation Methods; *Followup Studies; Foreign Countries; Measurement Objectives; *Program Evaluation
IDENTIFIERS- Canada; ERIC Digests

In this digest, "career counseling" refers to activities intended to improve individuals' ability to make career decisions. Studies have shown that career counseling helps individuals as much as well-developed psychological, educational, or behavioral interventions. But more studies are needed to explain this phenomenon; this digest surveys follow-up evaluation efforts of career counseling. The fundamental reason for conducting follow-up evaluations is the impossibility of

Psychology Graduate Training.
PUB DATE- 97
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; *Doctoral Programs; Graduate Students; Higher Education; Interpersonal Relationship; *Psychology; *Racial Bias; *Racial Discrimination; Student Attitudes; *Student College Relationship; Student Experience
IDENTIFIERS- African Americans; *Institutional Racism

Racist incidents that graduate students in psychology may experience can be reflective of Eurocentric values and forces which permeate present institutions. To better understand these forces, the experiences and perceptions of racism as experienced by minority graduate students are explored. Seventeen doctoral students in psychology, who identified themselves as African American, Black, or biracial (African/American/Caucasian), were asked open-ended questions, covering such areas as general experiences of racism within education, and were administered a demographics questionnaire. Their responses were organized into three different categories: (1) general life experiences of racism; (2) experiences of racism within education; and (3) experiences of racism particular to graduate training in psychology. The results indicated various dimensions of racism and included specific/overt incidents, chronic conditions (racism embedded in a context), daily micro-experiences (events), and vicarious/collective experiences of racism. Examples are provided of overt racism, questioning of status and abilities, exclusion from social events/study groups, problematic relationships with professors and academic advisors, family issues, minimization of ideas, contributions, ethnicity, conflict arising in relation to sociopolitical issues/events (e.g., O.J. Simpson trial), interracial conflicts, ethnic identity issues, being the "only one," being silenced, vicarious experiences of racism, racism within administrative policies and practices, the lack of students and faculty of color, teaching styles and evaluation criteria, lack of support within educational programs, etc. Based on the current research it could be argued that racism over the years has not necessarily lessened, just changed form. Contains approximately 95 references. (RJM)

ED 414 545 CG 028 206

Fibkins, William L.
Tobacco Interventions. Fastback 421.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Intermediate Grades; *Intervention; Middle Schools; *Program Descriptions; Program Development; Pupil Personnel Services; Secondary Education; *Smoking; Student Needs; *Tobacco
IDENTIFIERS- *Smoking Cessation

Tobacco is routinely used during the school day by many middle school, junior, and senior high school students. Since the cost of tobacco addiction in terms of illness and the drain on school resources are enormous, an in-school cessation program is needed. No other institution in the community is better

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Book Reviews; Childhood Interests; *Childrens Literature; Childrens Writing; Elementary Education; *Literary Genres; Reading Habits; *Reading Material Selection; Reading Motivation; *Recreational Reading; Student Participation; Student Reaction

IDENTIFIERS- *Response to Literature; *Trade Books

This resource book contains reviews, written by children, of 375 "can't put down" children's books. Reviews were selected from over 10,000 submissions, the results of a national survey in which children reviewed their favorite books. The book makes it easy to locate books by listing: (1) title; (2) author; (3) number of pages; (4) genre (most include more than one genre identification); (5) name and grade level of the reviewer; and (6) extra "tidbits" about the review. Reviews are on popular trade books, such as "The Borrowers" (Mary Norton), "The Secret of the Indian" (Lynne Reid Banks), "Shaquille O'Neal: Basketball Sensation" (Bill Gutman), and "Grandfather's Journey" (Allen Say). (CR)

ED 414 565 CS 013 003

Burnett, Jeanie

Opening the World to Children: Using Books to Develop Problem-Solving Strategies.

PUB DATE- 97

NOTE- 10p.; Paper presented at the Annual International Conference of the Association for Childhood Education (Portland, OR, April 9-12, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavior Problems; *Childrens Literature; Discussion (Teaching Technique); Elementary Education; Middle Schools; *Picture Books; Preschool Education; *Problem Solving; Reading Material Selection; *Student Behavior; Violence

IDENTIFIERS- *Controversial Topics

This paper shows examples of thought-provoking picture and chapter books that can be used as springboards for discussing, analyzing, and solving authentic problems by pre-school through middle-level children in diverse settings. The paper begins with a description of a conference presentation which introduced participants to the notion of using books to develop problem-solving strategies. It then discusses specific examples of works in children's literature that deal with: everyday classroom problems (sharing, taking turns, etc.); difficult issues (violence and abuse); sensitive issues (stealing, lying, and cheating); and peace education issues (respecting others, their property, and their ideas). Contains 17 selected references. (RS)

ED 414 566 CS 013 004

Serpell, Robert; Baker, Linda; Sonnenschein, Susan; Gorham, Linda; Hill, Susan

Cooperative Communication among Parents and Teachers about Children's Emergent Literacy. Final Project Report to the

Davis, Alan
Successful Urban Classrooms as Communities of Practice: Writing and Identity.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Classroom Research; Ethnography; Grade 4; Grade 5; Instructional Effectiveness; Intermediate Grades; *Reading Instruction; *Teacher Behavior; *Urban Education; Whole Language Approach; *Writing Instruction
IDENTIFIERS- African Americans; *Learning Environments

An ethnographic study described a successful educational environment for students from low-income families and examined what it is about those environments that makes them successful. The subject class was a combined fourth and fifth grade class at Taft Elementary School in a predominantly African American working class community two miles from the downtown of a western city. The teacher, a white, middle-class woman, structured her class around the daily practice of writing and said that she used a "whole language" approach. Reading and writing instruction were videotaped for 8 continuous days at the beginning of the school year, and for 5 days in February, and 2 days in May. Students were interviewed in February and May. Results indicated the existence of a highly coherent and inclusive social system--a social system characterized by clearly defined and valued practices in which all students are invited and expected to participate, and an overriding consistency of messages communicated through participation in routines and through language. There were overarching values implicit in everything that took place, so that all activity was purposeful. (Contains 18 references.) (RS)

ED 414 585 CS 216 105

Adams, J. Q., Ed.; Welsch, Janice R., Ed.
Multicultural Prism: Voices from the Field. Volume 3.
SPONS. AGENCY- Illinois Staff and Curriculum Developers Association.
PUB DATE- 97
NOTE- 283p.; For Volume 1, see ED 407 687; for Volume 2, see ED 407 689.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; Course Descriptions; Cultural Awareness; Cultural Differences; *Curriculum Development; Curriculum Evaluation; Film Study; Higher Education; Japanese Culture; Minority Groups; *Multicultural Education; Music Appreciation; Program Effectiveness; School Holding Power; Service Learning; *Teacher Education
IDENTIFIERS- *Multicultural Materials

Focusing on multicultural issues, this collection presents essays and syllabi for courses in the fields of teacher education, composition, psychology, music, public health, and counselor education/college student personnel designed to prompt editing, and publishing) and how parents can help their children at each step of the process. The next section lists the required elements and pieces that writing students are to include in the 4th-, 7th-, and 12th-grade writing portfolios. The next section discusses the portfolio scoring guide and how parents can help students improve their writing. The booklet then presents the most asked questions and their answers regarding the Kentucky Writing Portfolio. Names and addresses of Kentucky Writing Program consultants and Writing Portfolio consultants are attached. (RS)

ED 414 604 CS 216 134

Sisavanh, Khamphay
Concentrated Language Encounter as a Starting Point to Improving Literacy in Lao PDR.
PUB DATE- 97
NOTE- 6p.; Paper presented at the Asia Literacy Regional Forum (Manila, Philippines, May 5-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Grade 1; *Illiteracy; *Instructional Effectiveness; Language Skills; Lao; Pilot Projects; Primary Education; *Reading Improvement; *Reading Instruction; Teaching Methods; *Writing Improvement; *Writing Instruction
IDENTIFIERS- *Laos

Despite movements to fight illiteracy in Laos, the number of illiterates in 1997 remains around 300,000 which represents 27% of people in the 15-40 age group. Concentrated Language Encounter (CLE) techniques were adapted for teaching reading and writing in the Lao language. A pilot project implemented CLE techniques at nine pilot schools in two provinces. Due to this process, 17 district pedagogical advisors were acquainted with ways to follow up learning activities and another 17 grade one teachers were trained to use the "Starter books" and to implement all five phases of the CLE model. Preliminary results indicate that CLE teaching methods enable learners to be more active and to develop language skills: they tell stories to family members and friends; they begin to read words, phrases, and sentences; they draw and color pictures corresponding to concepts of the text; they role play and make "big books"; and they express their interest in and love for the Lao language. However, problems remained: teachers's basic competency is low, especially their language knowledge and skills; absenteeism among ethnic minority learners due to parents' agricultural field work is high; and school facilities are insufficient. Findings suggest that CLE can contribute to improving both child and adult literacy in Laos. (RS)

ED 414 605 CS 216 135

Lehman, Daniel W.
Matters of Fact: Reading Nonfiction over the Edge. Theory and Interpretation of Narrative Series.
PUB DATE- 97
NOTE- 234p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Critical Reading; *Fiction; Higher Education;

school efforts by portraying instances of district support, as well as neglect and inadvertent sabotage. The paper next describes the genesis and history of school districts, and uses sociological social-movement (resource mobilization) and institutional theories to understand why the central focus of most districts has consistently been on compliance and control. The following conditions suggest that fundamental district reform may now be possible: (1) an articulated vision of change; (2) a network of agents who can effectively advocate for change at multiple levels; and (3) a shift in the institutional environment. The paper concludes by presenting the first pieces of the vision of a "new" school district that supports accelerated and other restructuring schools--cultural and functional match with its schools. (Contains 57 references). (LMI)

ED 414 623 EA 028 794

Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy Studies. Second Edition.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Administrator Education; Doctoral Degrees; *Foundations of Education; Graduate Study; *Higher Education; Masters Degrees; *Professional Development; Specialist in Education Degrees; *Teacher Certification; Teacher Education

The original "Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy Studies" were presented to the education community by the Council of Learned Societies in Education (CLSE). The standards were first developed and published in 1977-78. In response to recent developments in the field of teacher preparation, licensure, and assessment, CLSE has revised the standards to warrant publication of this second edition in 1996. The standards include treatments of each of the following professional education components: (1) defining foundations of education; (2) initial teacher certification and continuing professional development (inservice education); (3) school principal, school superintendent, school psychologist, and school counselor certification programs; (4) nonfoundations graduate degrees and program in education; (5) joint graduate degrees and programs involving foundations of education, educational studies, and educational policy studies; (6) Master's and educational specialist degrees and programs in the foundations of education, educational studies, and educational policy studies; (7) doctoral degree programs in foundations of education, educational studies, and educational policy studies; and (8) professional development of faculty in foundations of education, educational studies, and educational policy studies. The appendix contains a matrix of six general principles to help higher education and professional-development agencies in designing and evaluating professional-preparation-and-development programs with strong foundations components. (LMI)

ED 414 624 EA 028 795

Portin, Bradley S.
Complexity and Capacity: A Survey of Principal Role Change in

students, flexibility in working with students and colleagues, high energy and/or motivation level, oral communication skills, formal course work in computers and instructional technology, instructional creativity, willingness to consider divergent ideas, emotional stability, and superior ratings. The report offers the following recommendations for teacher selection: (1) Use objective information to supplement information on personal qualities; (2) broaden the concept of standards to include qualitative and personal characteristics; (3) examine selection criteria and practices to determine their impact on the K-12 teacher candidate pool; (4) make statements and policies more inclusive of all valid qualitative and quantitative indicators and personal attributes; and (5) share research information (between school administrators and teacher-preparation programs). The appendix contains a copy of the survey instrument. (Contains 54 references). (LMI)

ED 414 643 EA 028 819

Safe and Drug-Free Schools: Balancing Accountability with State and Local Flexibility. GAO Report to Congressional Requesters.
PUB DATE- 97
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Compliance (Legal); *Drug Education; Elementary Secondary Education; Federal Legislation; *Federal Programs; Federal Regulation; Prevention; *Program Administration; Program Evaluation; *State Federal Aid; Substance Abuse; Violence
IDENTIFIERS- *Safe and Drug Free Schools and Communities Act

The Safe and Drug Free School and Communities Act of 1994 authorizes funding at federal, state, and local levels for school-based drug-and violence-prevention programs. This General Accounting Office (GAO) report reviews the following: (1) accountability measures required at the federal, state, and local levels (by the act); (2) activities used by the Department of Education for overseeing state and local programs; (3) how state education agencies ensure local programs' compliance with the act; and (4) how Safe and Drug-Free Schools funding is specifically used at the state and local levels. The GAO reviewed federal and state-education-agency documents; reviewed allegations of impropriety in three states (Michigan, Virginia, and West Virginia); interviewed state and local officials involved in the alleged impropriety and its investigation and resolution; and surveyed 50 states, the District of Columbia, and Puerto Rico about their activities. The four major types of accountability mechanisms include: an application process; the monitoring of activities by state agencies; periodic reports and evaluations; and the use of local or substate regional advisory councils. The Department of Education oversees state programs directly and local programs indirectly through required state actions. To date, no overall evaluations of the Safe and Drug-Free Schools program have been completed. Nearly all states use the approved local plans as the primary means for helping to ensure local programs' compliance with the act's requirements. State and local education agencies use Safe and Drug-Free Schools funds for a variety of activities. Appendices contain site-visit reports, information on methodology, data on Safe and Drug-Free Schools and Communities programs, GAO contacts, and staff acknowledgements. Contains nine tables and three figures. (LMI) arrive at consensus on the best practices for preventing and treating urinary tract infections (UBI) in people with spinal cord injuries; the risk factors and diagnostic studies that should be done; indications for antibiotic use; appropriate follow-up management; and needed future research (with education and training issues covered on page 24). Urinary tract infection was defined as bacteriuria with tissue invasion and resultant tissue response with signs and/or symptoms. Risk factors were found to include: over-distention of bladder, vesicoureteral reflux, high pressure voiding, large post-void residuals, presence of stones in urinary tract, and outlet obstruction. Possible physiologic/structural, behavioral, and demographic risk factors were identified also. Indwelling catheterization, including suprapubic and urinary diversion are the drainage methods most likely to lead to persistent bacteriuria. Infection risk is found to be reduced with intermittent catheterization, but people with more severe disabilities who require catheterization by others are at greater risk for UTIs. Clean self-intermittent catheterization does not pose a greater risk of infection than sterile self-intermittent catheterization and is much more economical. Criteria for the diagnosis of UBI is discussed and symptomatic UBI is recommended to be treated with antibiotics for 7-14 days. (Author/CR)

ED 414 663 EC 306 008

Strategies To Secure and Maintain Employment for People with Long-Term Mental Illness.
PUB DATE- 92
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Economic Factors; *Employer Attitudes; *Equal Opportunities (Jobs); Job Placement; *Mental Disorders; Program Development; Program Effectiveness; Social Services; *Supported Employment; *Vocational Rehabilitation

A 1992 conference on strategies to secure and maintain employment for person with long-term mental illness brought together providers, consumers, family members, researches, and others to develop as complete an overview as possible of the current state of knowledge in the field. This booklet summarizes findings from the conference. There were many factors identified as contributing to unemployment among people with long-term mental illness, including the impact of psychiatric symptoms and the unpredictability of the illness itself, employer discrimination, and the disincentives to work created by professional skepticism and financial support systems. Nonetheless, there is every indication that people can overcome these barriers when effective programs offer rapid placement on real work sites, and where on-the-job supports are provided. The statement focuses on three areas of special concern to rehabilitation programming: (1) a systematic approach to increasing consumer empowerment, including providing mental health consumers with real choices in pursuing careers that interest them; (2) the need to address the financial disincentives inherent in the system of social support offered by various Federal and state agencies; and (3) the continuing challenge to explore and improve the attitudes of employers rate of 1.4 percent as compared to 34 percent for matched controls over the same 3-year period. Individual sections of the report present an overview of the project, and detail the project's purpose, background and origins, specific studies conducted, and evaluation/project results. Extensive appendices include the text of five publications related to the study's findings, a questionnaire/interview schedule, course outlines, and sample lesson plans. Contains over 100 references. (DB)

ED 414 682 EC 306 027

Horsley, Janet W.; Allen, Elizabeth R.; Daniel, Patricia White
Nutrition Management of School Age Children with Special Needs: A Resource Manual for School Personnel, Families, and Health Professionals. Second Edition.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 96
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Cerebral Palsy; Compliance (Legal); Diabetes; *Dietetics; Diseases; Downs Syndrome; Elementary Secondary Education; Individualized Education Programs; *Intervention; Lunch Programs; *Nutrition; *Nutrition Instruction; Seizures; *Special Needs Students; Spina Bifida
IDENTIFIERS- Americans with Disabilities Act 1990; Cystic Fibrosis; National School Lunch and Child Nutrition Act 1975; Phenylketonuria; Rehabilitation Act 1973 (Section 504); Rheumatoid Arthritis

This guide is intended to help school personnel facilitate the management of special diets and nutrition education in the school curriculum in accordance with requirements of the National School Lunch Act, the Child Nutrition Act, the Rehabilitation Act of 1973 (Section 504), and the Americans with Disabilities Act of 1990. After the introduction, Section 1 offers an overview of practical interventions during the school day. A chart identifies specific nutritional problems, lists disabling conditions the problem is associated with, and lists suggested interventions. Section 2 addresses dietary considerations of the following specific conditions: cerebral palsy, cystic fibrosis, diabetes mellitus, Down Syndrome, juvenile rheumatoid arthritis, phenylketonuria (PKU), seizure disorders, and spina bifida. This section also considers the related factors of constipation, feeding abnormalities, and tube feeding. Section 3 is on nutrition related goals and objectives in students' individualized education plans (IEP) or Section 504 accommodation plans. Examples and case studies are provided for each of the above listed conditions. Seven appendices include a sample dietary management record, lunch menu ideas for special diets, suggestions for nutritious snacks, possible textural modifications, detail on diet and drugs for juvenile rheumatoid arthritis, possible complications of tube feeding, and guidelines for the PKU diet. (Individual sub-sections contain references.) (DB)

ED 414 683 EC 306 028

Ensign, Jacque
Homeschooling Gifted Students: An Introductory Guide for Parents.

characteristics than 100 first-year students as a result of the completion of the NSU physical therapy problem-based curriculum. Reflective practitioners are described as practitioners who, for personal growth, question assumptions in practice by deliberately taking time to recall and analyze actions taken and processes used to arrive at these actions. The Reflective Practitioner Instrument (RPI) was administered to students at the end of each year in the curriculum. This instrument was modified and validated from the Reflective Teaching Instrument (RTI) and was designed to measure reflective practice construct dimensions in terms of diagnosis, testing, and personal causation. Results found no significant differences in each of the 15 reflective practitioner characteristic items. In fact, there were several items in each construct dimension in which the first-year students averaged greater than the graduate candidates. Recommendations are made for implementing activities to enhance reflective practitioner constructs, such as incorporating more formalized portfolios, including peer and self-assessment, and requiring personal and reflective journals. Appendices include the RPI and the RTI. (Contains 27 references.) (CR)

ED 414 700 EC 306 046

Hurst, Judith
Talk From the VI Teachers' Lounge.
PUB DATE- 97
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Blindness; Braille; Childrens Literature; Classroom Techniques; Cooking Instruction; *Daily Living Skills; Driver Education; Elementary Secondary Education; Independent Living; Lesson Plans; Self Care Skills; Student Evaluation; *Tactile Adaptation; Tactile Stimuli; *Teaching Methods; *Visual Impairments

Gathered from teachers around the country, this collection of teaching ideas and lesson plans is designed to provide teachers with activities and strategies for educating students with visual impairments. Tips and information are provided on: making tactile teddy bears; memory strategies; making tactile books; creating art kits; using magnifiers; an informal braille competency test; science models; reading resources; travel prerequisites for low vision drivers; storage equipment; braille videos; illuminated story books; vision books; recorded books; books for older children; Christmas gifts for children with visual impairments; independent living skills equipment; simple shoelaces; forming a braille club; a lesson plan for an edible braille cell; literacy activities; a lesson plan on clothes and grooming supplies; glow-in-the-dark activities; a lesson plan on money and work; poetry; braille flashcards; bake-offs; cooking games; low vision assessment kits; a checklist for children with visual impairments; independent living skills; tactile quilts and pillows; tips for reading a test aloud; an informal assessment of slate skills; and prerequisite skills for braille slate instruction. (CR)

ED 414 701 EC 306 047

Miles, M.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Air Flow; *Air Pollution; Child Health; Climate Control; *Educational Facilities; Elementary Secondary Education; Health Conditions; Interior Space; Public Schools; *School Buildings; *School Personnel; School Safety
IDENTIFIERS- Environmental Problems; *Indoor Air Quality

This fact sheet details important information on Indoor Air Quality (IAQ) in school buildings, problems associated with IAQ, and various prevention and problem-solving strategies. Most people spend 90 percent of their time indoors, therefore the Environmental Protection Agency ranks IAQ in the top four environmental risks to the public. The consequences surrounding poor IAQ affect not only the health and productivity of students and staff but also the physical school plant. Four factors affecting IAQ are: sources of indoor pollutants; the heating, ventilation, and air conditioning systems (HVAC); pollutant pathways; and the building occupants. Six basic control strategies for lowering concentrations of indoor air pollutants include (1) removing, substituting, and encapsulating the source; (2) the effective use of local exhaust; (3) ventilation to dilute contaminated air; (4) exposure control using the principles of time and location use; (5) cleaning the air by filtration; and (6) education to help reduce personal exposure. Diagnosing indoor air quality problems involves identifying short-term symptoms typically associated with colds, flu, and allergies. Long-term symptoms such as cancer are more difficult to identify. Preventive indoor air programs need to be established to minimize students and staff exposure to pollutants. This fact sheet makes reference to an "EPA Indoor Air Quality Tools for Schools Kit" (which includes a checklist, guide, problem-solving wheel, fact sheet, sample memo, and sample policies) and recommends obtaining the kit in the event symptoms of indoor air pollutants related to the school environment are experienced. (RE)

ED 414 719 EF 005 001

Selected Laws Relating to the Construction and Repair of Public School Facilities in North Carolina.
PUB DATE- 97
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Bids; Capital; *Educational Facilities; Elementary Secondary Education; *Laws; School Buildings; *School Construction; *School Funds; School Taxes; *State Legislation; State Regulation
IDENTIFIERS- *North Carolina

Schools in North Carolina are governed by numerous laws pertaining to construction and repair. A selection of these laws is presented. Financial concerns constitute the bulk of these statutes, covering areas such as bids (financial outlay, advertisement, rejecting bids, and withdrawing bids); sources of state funds; the selling or buying of school property; bonds required; capital outlay funds; general loan information such as loan sources, loan terms, securing and paying loans the issuance of bonds, and the computer loan revolving fund; special appropriations; grants; and budgetary parameters. Other statutes dealing with school construction include architectural modifications made to the program over time, and methods used for measuring student progress. Contains 21 references. (MSE)

ED 414 741 FL 024 936

Fischer, Robert
Interactive Video Listening Comprehension in Foreign Language Instruction: Development and Evaluation.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Authoring Aids (Programming); Chinese; Classroom Techniques; Computer Assisted Instruction; Educational Strategies; French; German; Higher Education; Instructional Materials; *Interactive Video; *Listening Comprehension; Material Development; *Multimedia Instruction; Russian; *Second Language Instruction; Second Languages; Spanish; *Teacher Developed Materials; Videodisks
IDENTIFIERS- Pennsylvania State University; *Southwest Texas State University

The report details development, at Southwest Texas State University and later at Pennsylvania State University, of a computer authoring system ("Libra") enabling foreign language faculty to develop multimedia lessons focusing on listening comprehension. Staff at Southwest Texas State University first developed a Macintosh version of the system, then secured consultants to develop an IBM-compatible version. The authoring system and lessons initially created with it were tested, and 45 faculty from this and other institutions were trained in workshops to use the authoring system. Trainees developed lessons in Chinese, French, German, Russian, and Spanish. It is proposed that the system contains features central to students' acquisition of listening comprehension skills. Faculty trainees also found the system easy to use. Separate assessments of the instructional effectiveness of French, Spanish, and German lessons in controlled experimental conditions found them to be effective in improving student skills. It is concluded that while the project required greater effort and closer interinstitutional coordination of project activities, the results are successful and project-related efforts will be continued. Appended materials include a journal article about the authoring system and project director's comments. (MSE)

ED 414 742 FL 024 937

Taura, Hideyuki
Revival of Error Analysis - As an Effective Tool To Assess Development of Japanese ESL Learners.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *English (Second Language); *Error Analysis (Language); *Error Patterns; Foreign Countries; Japanese; Language Proficiency; Second Language Instruction; Second Language Learning; Secondary Education; *Student Evaluation
IDENTIFIERS- Japan; Krashen (Stephen)

A study used error analysis to examine and compare the English of situations and metaphorical meanings intended by interlocutors that render the code-switching meaningful. Analysis further suggests that code-switching is deliberately and strategically used as an effective communication tool by bilinguals irrespective of their ages or linguistic preferences. Excerpts from the discourse analyzed are appended. (Contains 19 references.) (MSE)

ED 414 764 FL 024 963

Jacobs, George M.
Suggestions on Writing for Publication in Language Learning Journals.
PUB DATE- 96
NOTE- 8p.; Paper presented at a workshop for university lecturers at (University Technology Malaysia (Johor, Malaysia, September 28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Faculty Publishing; Higher Education; *Interprofessional Relationship; Language Research; Publishing Industry; *Scholarly Journals; Second Language Instruction; Second Language Learning; *Second Languages; Visual Aids; *Writing for Publication; Writing Processes; *Writing Skills

This paper presents suggestions for writing and publishing articles in second language teaching journals, focusing on three areas: getting started (appreciating the benefits of writing for publication, starting with good ideas, efficiency, considering options beyond the typical article, choosing a good topic, replicating research, cooperating with other professionals); putting the ideas in writing (connecting ideas, reader-friendliness, use of data, use of visuals); and collaborating with editors (choosing the right publication, following the directions given in the guide for contributors, including a cover letter, having patience, accepting that not everyone will agree, treating editors as colleagues). The suggestions are specific, and are presented in outline form. A brief article on attention to detail is appended. (Contains 10 references.) (MSE)

ED 414 765 FL 024 964

Nikolay, Pauli; Grady, Susan; Stefonek, Thomas
Wisconsin's Model Academic Standards for Foreign Languages. Bulletin 98032.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Comparative Analysis; Course Content; Cultural Awareness; *Curriculum Design; Educational Objectives; Elementary Secondary Education; Interdisciplinary Approach; *Language Proficiency; Language Skills; *Second Language Instruction; Second Language Programs; *Second Languages; *State Standards
IDENTIFIERS- *Wisconsin

This paper offers guidelines and recommendations for students applying to graduate school. It discusses motivations for attending graduate school, as well as the process of selecting and applying to specific universities. The paper recommends talking to faculty and graduate students, writing to professional associations, and attending professional meetings and conferences to find out about good programs in a given field. It then suggests that individuals develop a list of 10 schools to inquire further about. It also recommends that students investigate the social and educational environment of the university and department of the schools in which they are interested. The paper recommends applying to three universities, and offers suggestions on assembling an effective application package and applying for financial aid, such as assistantships, fellowships, and scholarships. It then outlines the general requirements for completing master's, specialist, professional, and doctoral degrees. The paper concludes by giving advice on how to make graduate study a successful and rewarding experience. (MDM)

ED 414 787 HE 030 588

LeBlanc, H. Paul, III
Accountability and External Ethical Constraints in Academia.
PUB DATE- 96
NOTE- 34p.; Paper presented at the Annual Meeting of the Illinois Speech and Theatre Association (Oakbrook, IL, October 19, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Codes of Ethics; *College Faculty; Departments; Graduate Students; *Graduate Study; Higher Education; Institutional Role; Self Evaluation (Groups); *Speech Communication; *Tenure; Universities
IDENTIFIERS- Southern Illinois University Carbondale

This paper provides a critique of the culture of self-regulation in higher education, in the context of recent public concerns about accountability in higher education. It discusses the role of the professor within academe, the role of tenure in protecting academic freedom, and the need to address issues of faculty accountability. It then examines institutional accountability, citing the economist Adam Smith's concept of the need for external ethical constraint, and focusing on the special burden of accountability and self-regulation faced by public colleges and universities. In discussing the question of tenure, it notes that in some cases tenure has been used to protect faculty who are guilty of ethical improprieties, such as creating a hostile environment for or economic exploitation of graduate students. The paper recommends that professional organizations in the field of speech communication develop professional codes of ethics, and that such codes address principles related to the responsibilities of faculty in their relationship to students, to other faculty, to the university, to the discipline, and to society as a whole. A suggested preliminary code of ethics for graduate education is appended. (Contains 41 references.) (MDM)

ED 414 788 HE 030 589

Talbot, Gilles L.
A Grounded Research Perspective for Motivating College Students' Self-Regulated Learning Behaviors: Preparing and Gaining the

in California, focusing on the impending fiscal crisis of increasing demand, tuition, and costs. The study found that at a time when the educational needs for productive employment are increasing, college costs and demand are rising faster than funding. Until now, institutions have covered rising costs by sharp tuition increases; however, unless sweeping changes are made to control costs, such increases will shortly begin to keep Californians from pursuing higher education. The report notes that if current rates of tuition increases continue, by the year 2015 as many as 30 to 45 percent of students may be denied access. The report recommends: (1) that California's political leaders reallocate public resources to reflect the growing importance of higher education; (2) that institutional decision-making systems be restructured to reallocate scarce resources; (3) that institutions pursue greater mission differentiation; (4) that institutions develop sharing mechanisms to improve productivity; (5) that California should develop a strategic plan for allocating limited resources to meet future educational demands; and (6) that all Californians be encouraged to pursue some form of postsecondary education. (MDM)

ED 414 808 HE 030 701

Zemsky, Robert, Ed.
A Promise Worth Keeping.
SPONS. AGENCY- James G. Irvine Foundation, San Francisco, CA.; Pew Charitable Trusts, Philadelphia, PA.; Ford Foundation, New York, NY. Education and Research Div.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Accountability; College Attendance; Demography; Economic Factors; *Educational Change; *Educational Finance; *Educational Policy; Financial Policy; *Higher Education; Paying for College; Productivity; Public Policy
IDENTIFIERS- *California; California Master Plan for Higher Education

This essay, based on a roundtable discussion held by institutional leaders, policymakers, and other citizens concerned with the vitality of the state's public and private colleges and universities, focuses on California's efforts to provide access to higher education and sustain quality in the face of a growing student body of adult and traditional-aged learners. It reviews the role of the 40-year-old California Master Plan for Higher Education in providing broad access to higher education in the state through the California community colleges system, the California State University system, and the University of California campuses. It notes that the economic downturn of the early 1990s and the wave of new students that will descend on higher education institutions in the next decade have created challenges to continued access for all qualified students. The essay maintains that California cannot hope to increase access to higher education without increased public funding, that higher education institutions need to become more efficient and focused, and that both the state and colleges and universities must become committed to increased access. (MDM)

ED 414 809 HE 030 702

high school curriculum and was intended to refine basic skills, stimulate critical thinking and problem solving, motivate achievement, and raise the self-esteem, leadership, college, and career aspirations of participating students. The report notes that 63 percent of the first group enrolled (class of 92), completed the program, graduated from high school, and entered college. Among the elements mentioned as critical to the program are: (1) commitment of the high school to the program; (2) designation of a key individual from the school to maintain close contact with students, their families, their teachers, and university personnel; (3) on-going contact with participating students year-round; and (4) assignments planned around needed critical skills (e.g., reading across content areas, critical writing and analytical skills, and strong communication skills). Also noted are the importance of introducing high school students to time management and planning, and of challenging students to fulfill high expectations. Tables give program components, demographic information, and Scholastic Aptitude Test results. Additional information on the College Bound program is appended.(BF)

ED 414 825 HE 030 805

Baerman, Paul W.
Dissemination of Liberal Arts Software.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *Computer Software; Computer Software Selection; Computer Uses in Education; Courseware; Educational Technology; Faculty Publishing; Higher Education; *Humanities; Information Technology; *Instructional Materials; *Marketing; Peer Evaluation; Publications; Scholarly Journals; *Social Sciences
IDENTIFIERS- Duke University NC; *National Collegiate Software; North Carolina State University

This document is a report of a two-year effort by Duke University Press to make National Collegiate Software (NCS), a clearinghouse for faculty-authored liberal arts software for classroom use, a viable, scholastically respectable, self-supporting operation. NCS initially had been operated by North Carolina State University. When Duke University Press took over the program, it was with the expectation that the operating and marketing efforts needed would be analogous to those used for the books and journals published by most university presses. Duke turned the program into a more sophisticated software publishing operation rather than the clearinghouse it had been, and gained national recognition for a number of titles. However, the project never achieved break-even status, and the list of 170 software titles was sold to a commercial publisher. A catalog of the software that was available under the Duke University Press imprint is appended. (CH)

ED 414 826 HE 030 806

Raines, Rosario Torres; Albro, Ward S. III
Transculturation of Faculty at a Minority Institution.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Curriculum; *English (Second Language); High Risk Students; Higher Education; *Limited English Speaking; *Peer Teaching; Program Effectiveness; *Tutorial Programs
IDENTIFIERS- *University of Rhode Island

This report describes activities and accomplishments of a 3-year project at the University of Rhode Island which paired specially trained native-speaking undergraduates with at-risk, linguistic minority classmates to study the content of courses that both were taking together. The native-speaking Fellow is trained in a 3-credit course and then organizes and conducts the 1-unit English-language study section under the close supervision of program staff. By the end of the third year, 56 Fellows had successfully completed the training course and 79 sections of the English-language study course had been offered in conjunction with 74 content courses; 75-80 nonnative-speaking students participated in the program, many of them several times. Retrospective self-reports from students and faculty were overwhelmingly positive. Formal evaluation at the beginning of semester 6 showed a dramatic increase in the retention rate of nonnative student (NNS) participants and significant improvement in grades for both NNS students and Fellows. The report includes an executive summary and project overview; description of the project's purpose, background and origins, and main features; and evaluation. Appendices include a letter to the funding agency about why the project was not continued, brochures and press releases, training course and English Language Study course materials, and an article, "The English Language Fellows Program," by Richard Blakely. (DB)

ED 414 844 HE 030 830

Shaw, A. Rose
Performance-Based Evaluation of Student Learning: A Continuum from K-12 through the University Level. A Process Evaluation Report of the FIPSE Project.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *College Outcomes Assessment; Departments; Evaluation Methods; Higher Education; Majors (Students); Performance Based Assessment; Student Attitudes; *Student Educational Objectives; *Student Evaluation
IDENTIFIERS- *University of Northern Colorado

This external evaluation report provides formative evaluation data on several aspects of a project at the University of Northern Colorado (UNC) to implement performance-based evaluation of student learning. The first section evaluates feedback from 12 senior mathematics and 4 senior chemistry majors regarding their understanding of the mathematics standards. The evaluation found that the mathematics majors had little knowledge of standards-based education and that students wanted benchmarks that would indicate whether they were meeting department performance standards throughout their undergraduate years. The second section reports students' evaluations of the speech and communication department's capstone course and departmental expectations of students. While the student comments are varied, they stress the importance of freshmen being informed of the requirements of the final capstone course. The third section contains informal reports from the evaluator to the project director. These focus on interviews

Specific Models," describing field-specific models in agriculture/economics, business, communications and fine arts, engineering, English, laws, medical studies, sciences, sociology, and world civilization; chapter 5, "The Challenges of Human Resources," including those of ownership, for students, faculty, librarians, and campus officers; chapter 6, "Institutional Challenges," including those for financial support, planning, and research; and finally, chapter 7, "Moving Forward," discussing commitment, planning, selling the vision, conducting a campus audit, and success; and ways to promote the program to the campus community. Appendices include: an American Library Association report on information literacy; a National Forum on Information Literacy membership list; a report by the Association of College and Research Libraries on data collection for information literacy programs; a writing syllabus for a college psychology course, a competency growth plan for students majoring in marketing; and a list of selected resources. (SW)

ED 414 862 HE 030 860

Thackwray, Bob
Effective Evaluation of Training and Development in Higher Education.
PUB DATE- 97
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Educational Finance; Evaluation Criteria; *Evaluation Methods; *Faculty Development; *Faculty Evaluation; Foreign Countries; Higher Education; Information Needs; Models; Organizational Effectiveness; *Outcomes of Education; Program Evaluation; School Effectiveness; *Student Evaluation; *Teacher Effectiveness
IDENTIFIERS- *United Kingdom

This book examines approaches, techniques, and instruments that relate to the evaluation of training and development in the context of higher education in the United Kingdom (UK), focusing on the importance of identifying the purpose of the evaluation as an initial step. Some financial evaluation methods are also considered. It is suggested that higher education evaluation should link training and development to individual, departmental, and institutional outcomes, and the responsive model of evaluation seeks to identify stakeholders, their information needs, and types of data which can be used for evaluation. The discussion includes examples of evaluation paradigms and specific evaluation categories, using instruments and strategies such as repertory grids and behavior scales; evaluation of organizational effectiveness; the Investors in People Standard, which is linked to business objectives and is popular within UK higher education; learning from the student experiences; evaluation of staff in the context of student performance; and a student-learner-centered experience. Case studies in higher education and in industry illustrate several approaches to evaluating staff training and development. Appended are examples of college evaluation tools, and extracts from a UK task force report on Continuing Professional Development of Staff in Higher Education. Numerous figures and charts summarize and organize concepts and data. (Contains 77

An introduction (Maurice Amutabi et al.) begins this 25-chapter book on adult education and training (AET) in a context of globalization. Chapter titles and authors are as follows: "The Impact of Globalization on Adult Education (AE)" (Ove Korsgaard); "In Defense of Civil Society: Canadian AE in Neo-Conservative Times" (Michael Welton); "Women, Poverty, and AE in Chile" (Teresa Quiroz Martin); "The State, Civil Society, and the Economy: AE in Britain" (Keith Jackson); "Globalization from Below: The Trade Union Connections" (Judith Marshall); "Feminist Popular Education in the Light of Globalization" (Linzi Manicom, Shirley Walters); "Women on the Global Assembly Line" (Chan Lean Heng); "'Sit Down, Listen to the Women!'" (Daniel Moshenberg); "Personal, Professional, and Political Development for Women" (Pauline Murphy); "From Economic Dependency to Regional Self-Reliance" (Mildred Minty); "ETDP Education, Training and Development Practitioner : Passing Fad or New Identity?" (Jeanne Gamble, Shirley Walters); "The NQF National Qualifications Framework , Reconstruction, and Development" (Rosemary Lugg); "The Politics of Memory: The Recognition of Experiential Learning" (Elana Michelson); "Workplace Training and Enskilling" (Jonathan and Ruth Winterton); "Race, Class, Gender, and Culture: A Possible Program" (Tammy Shefer, Joe Samuels, Tony Sardien); "Multicultural Education and Lifelong Learning" (Berndt Gustavsson, Ali Osman); "Aboriginal Education: A Case for Self-Determination" (Lillian Holt, Michael F. Christie, Norman Fry); "The Plight of AE in Kenya" (Maurice Amutabi); "Literacy Strategies among Unschooled Workers" (Mignonne Breier); "Dynamics and Process in the Training of Health Committees" (Mizana Matiwana); "Is Consensus Possible?" (Minnie Venter-Hildebrand, Charlene Houston); "On the Periphery: The Needs of Rural Women" (Ellen Gumede); "Lifelong Learning Reconsidered" (Berndt Gustavsson); "The Meaning of Lifelong Learning" (Staffan Larsson); and "The Worlds of the Hand and of the Mind" (Ove Korsgaard). Contributors' notes and an index are included. (YLB)

ED 414 414   CE 075 296

Hudson, Rachel, Ed.; Maslin-Prothero, Sian, Ed.; Oates, Lyn, Ed.
Flexible Learning in Action: Case Studies in Higher Education. Staff and Educational Development Series.
PUB DATE- 97
NOTE- 197p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Case Studies; *Computer Mediated Communication; Delivery Systems; *Distance Education; Educational Research; Faculty Development; *Flexible Scheduling; Foreign Countries; Higher Education; Inplant Programs; *Institutional Role; Interactive Television; Job Training; Learning Centers (Classroom); Mentors; *Online Systems; Peer Teaching; Professional Development; Staff Development; Tutoring
IDENTIFIERS- Canada; *Flexible Learning; United Kingdom; United States

Following an introduction (Hudson, Maslin-Prothero, Oates), the following 31 case studies describe flexible learning developments in the United Kingdom, Australia, and the United States: "Teaching Business Writing Online" (Fulkerth); "Don't Lecture Me about Flexible Learning!" (Dunning); "Improving Independent Learning with Aural German Programs" (Muehlhaus, Loeschmann); "Peer Mentoring through Peer-Assisted Study

Surveys of over 180 colleges revealed that nearly three-fourths referred to international activity in their strategic plans; only 41 percent had a written policy. Benefits of an international dimension were broadening experience for students, curriculum enrichment, increasing job prospects, and a recruitment tool. Cost, European Union bureaucracy, maintaining links, and lack of student interest were cited as drawbacks. A closer look at 11 colleges in England and 1 in Scotland identified the following rationales for involvement in international links: added value, support for local economic development and innovation, and improved profile of vocational education. The following models of international partnership were identified: exporting the curriculum, recruiting overseas students, vocational language training, English as a Foreign language; curriculum niche markets, partnerships for curriculum enhancement, and curriculum innovation projects. Issues that determined management structures were noted: a need to provide a stimulus and focus for growth and quality control; integration with college structures; internal communication systems; need for cooperation; and funding. To develop international links, colleges needed support and guidelines for curriculum integration, support from validating bodies, funding, a professional rationale, and ways to encourage student mobility. (Appendixes include guidelines for international work and a list of eight organizational information sources.) (YLB)

ED 414 433 CE 075 340

Crow, Cal
Cooperative Education in the New Millennium: Implications for Faculty Development.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Education; Educational Development; Educational Research; *Experiential Learning; *Faculty Development; *Futures (of Society); Postsecondary Education; *Teacher Improvement; Technological Advancement; *Thinking Skills

Colleges and universities are being challenged to examine their mission, structure, and delivery of services for two reasons with far-reaching implications for cooperative education. The first is the move from an industrial to a postindustrial economy. The second deals with incorrect assumptions about learning based on outmoded information and inattention to research results, such as the following: people predictably transfer learning to new situations; learners are best seen as passive vessels into which knowledge is poured; learning is the strengthening of bonds between stimuli and correct responses; what matters is getting the right answer; and skills and knowledge should be acquired independently of their contexts of use. Growing research in the cognitive sciences and anticipated demands of living and working in the new millennium leave no doubt that learning will become a major enterprise. The growing emphasis on learning has caused many educators to revisit Bloom's cognitive domain, Kratwohl's affective domain, and Dave's psychomotor domain. Each taxonomy is arranged as a hierarchy. The industrial education model makes it clear that the focus has been on the two lowest levels in each domain. Topics for faculty development include the following: helping as business use increases; as the number of Internet users increases, the choice between expensive upgrading to Integrated Services Digital Network lines and ever faster modems or increasingly slow access times; control of the quality of information; security and confidentiality of personal information; and targeting the training needs of guidance workers to enable them to take a proactive role in the development of the Internet as a guidance tool. Two sources for further information are provided. (YLB)

ED 414 452   CE 075 371

Rogers, George E.
A New Source for Industrial Technology Education Teachers.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Vocational Association (Las Vegas, NV, December 13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); Associate Degrees; College Transfer Students; Community Colleges; Higher Education; *Industrial Education; *Intercollegiate Cooperation; *Preservice Teacher Education; Teacher Education Programs; *Teacher Shortage; Technology; Transfer Policy; Universities
IDENTIFIERS- *University of Nebraska Lincoln

The Industrial Education (IE) Program in the Teachers College at the University of Nebraska-Lincoln (UNL) is reversing the national trend of a shortage of qualified industrial technology education (ITE) graduates. The program's growth, 386 percent in 3 years, has been accomplished by using an established technical training environment--Nebraska's community colleges. The IE Program has established articulation agreements with three of Nebraska's six community colleges whose students can transfer to UNL after completion of an associate degree in ITE. Issues in exploring a possible community college articulation agreement are as follows: a 2 2 academic transfer agreement congruent with the community college's mission; an easy fit of the transfer program into the community college's delivery system; support of the community college faculty and administration; and meeting the university's entrance requirements. UNL has used three approaches when designing the associate degree offering: using an existing associate degree; modifying an existing associate degree program; and developing a new program. The associate degree transfer agreements established by UNL with the community colleges entail a 50/50 mix of general studies and technical coursework, plus educational psychology. The technical hours should be selected to parallel those a university student would complete to allow the transfer student to enter as a junior. (Appendixes include the UNL program of study and articulation agreements.) (YLB)

ED 414 453   CE 075 372

Rogers, George E.
Taking Industrial Teacher Education Off Campus.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Vocational Association (Las Vegas, NV, December 14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Schools.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Career Development; Comparative Analysis; *Education Work Relationship; Educational Environment; Environmental Influences; Graduate Surveys; *High Schools; *Magnet Schools; *Outcomes of Education; Psychological Characteristics; School Surveys; Social Attitudes; Urban Areas; Urban Education; *Vocational Education; Work Attitudes

The effects of attending an urban career magnet high school were examined by comparing the career development of 51 graduates of 4 career magnet high schools and 59 graduates of 4 comprehensive high schools in a large city. Subjects were drawn from a database through a random assignment and matching process. All 110 graduates were surveyed using closed-ended (Likert scale and yes/no) structured interviews. Graduates of career magnet schools were 30% more likely than graduates of comprehensive high schools to perceive that their parents would be willing to make sacrifices to send them to college. Career magnet school graduates were also 19% more likely to believe that they would be in their desired career within the next 6-10 years. The career magnet students were more likely to have a best friend with a career interest and were thus very likely to have been exposed to an environment where career thinking and career planning were the norm. It was concluded that attendance at a career magnet school may itself have affected parents' assumptions about the seriousness of their child's efforts. Career magnet schools were found to create a social climate that helps youth acquire the social capital needed for career development. The need for more adult influences suggests that magnet schools should provide more opportunities for youth to enlarge their social networks, supplementing their family and community background. (Contains 34 references.) (MN)

ED 414 472 CE 075 403

Stasz, Cathleen; Kaganoff, Tessa
Learning How To Learn at Work: Lessons from Three High School Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Academies; *Education Work Relationship; *Educational Environment; Educational Opportunities; Educational Quality; Field Studies; High Schools; *Magnet Schools; Program Effectiveness; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Los Angeles City Schools CA; *School Based Enterprises

The effectiveness of work-based learning (WBL) was examined in an exploratory study of WBL in three different programs in Los Angeles: a transportation career academy (TCAP), medical magnet high school (MMHS), and school-based enterprise (SBE). Data were collected from the following sources: surveys examining students' WBL experience; interviews with teachers, mentors,

DESCRIPTORS- Agricultural Occupations; Building Trades; Business Administration; *Career Education; Career Exploration; *Career Guidance; Clerical Occupations; Communications; Competence; Competency Based Education; *Education Work Relationship; Energy Occupations; Engineering; Finance Occupations; Health Occupations; Human Services; Industry; Managerial Occupations; *Occupational Aspiration; Professional Occupations; Sales Occupations; School Guidance; Secondary Education; Technical Occupations; *Values Clarification
IDENTIFIERS- *Career Paths

This five-section guide is designed to help students and their parents explore career paths. The first part of the guide is an introduction to the concept of career paths and an explanation of the steps students follow in exploring career paths. The second section, which makes up most of the booklet, covers five steps for exploring career paths: (1) get to know yourself; (2) begin to look at careers; (3) explore, both in school and out; (4) put it all together; and (5) get started--explore some more. Information is provided about occupations in six career paths: arts and communications; business, management, and technology; health services; human services; industrial and engineering technology; and natural resources and agriculture. Worksheets and checklists are provided for students to record their reactions to experiences in various career paths and to plan their high school classes to meet the educational needs of their proposed careers. The activities in the guide are derived from the Missouri Comprehensive Model Guidance Program competencies and the National Career Development Guidelines Competencies and indicators from the National Occupational Information Coordinating Committee. (KC)

ED 414 489 CE 075 428

Exploring Career Paths. Facilitator's Guide.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 123p.; Designed to be used with a related student guide; see CE 075 427.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Development; *Career Education; Career Exploration; *Career Guidance; Competence; Competency Based Education; *Course Content; Education Work Relationship; *Learning Activities; *Occupational Aspiration; School Guidance; Secondary Education; State Curriculum Guides; State Standards; *Teaching Methods; Units of Study; Values Clarification
IDENTIFIERS- *Career Paths

This five-section facilitator's guide is designed to help teachers guide students through exploration of career paths. The first section is an introduction to the concept of career paths and an explanation of the steps students follow in exploring them. The second section provides information to help instructors cover the introductory materials and each of the five steps of the student booklet. Each step consists of the following: purpose; directions for completing the appropriate activities in the student booklet; frequently asked questions about each career paths step; additional activities to supplement those provided in the student booklet; and crosswalks to the Missouri Comprehensive Model Guidance Program

(150)
DESCRIPTORS- *Adult Education; *Adult Students; Cognitive Style; *College Students; Evaluation Methods; Higher Education; Outcomes of Education; *Self Evaluation (Individuals); *Student Evaluation; *Summative Evaluation

A "summary paper" can be defined as self-reported, written documentation of learning from a class or module. A clearly defined and well-written summary paper is an effective instrument for assessing the learning of adult students in higher education. Properly implemented, the summary paper accomplishes the following: addressing the particular learning principles related to adult learning; providing a valid criterion-referenced measurement; addressing assessment of higher order learning from Bloom's taxonomies; being sensitive to various learning styles; and allowing for the application of varied life experiences and intelligences. However, a summary paper is probably not the best method for testing. An individualized assessment that matches learning styles, intelligences, and life experiences to the subject matter would be ideal. Given pressures of time and documentation needs, however, a summary paper can be the most efficient and effective instrument for assessing learning outcomes in adult learners. (Contains 10 references.) (Author/KC)

ED 414 508 CE 075 497

Sattem, Linda Lee
A Descriptive Study of Mandatory Continuing Professional Education in an Emerging Field: A Prospectus on the Counseling Profession. Executive Summary.
PUB DATE- 97
NOTE- 5p.; Executive summary of a paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Cincinnati, OH, November 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Counselor Certification; Counselor Evaluation; Counselor Performance; Counselor Qualifications; Counselor Training; Educational Research; Evaluation Methods; *Mandatory Continuing Education; *Professional Continuing Education; *State Legislation; State Programs

A study analyzed the continuing professional education (CPE) requirements, practices, policies, evaluation measures, and perception of impact on practice and participants in the counseling profession. Research was conducted in 22 states with at least 5 years experience with their counselor licensing legislation requiring CPE. Other states were examined for comparisons. All participants provided written information, legislation, and forms and completed a questionnaire. The majority of states required CPE and found mandated CPE had a positive impact on the general public, legislators, and insurance companies. Annualized CPE hours required ranged from 10-25. The majority of states did not regulate or evaluate CPE providers. States were at the least sophisticated level of CPE evaluation, using paper and pencil tests that measured participant satisfaction and to a limited extent change in knowledge. The majority of states had CPE processes that were formal, large group, and lecture based. There was considerable interaction between states and between states and national organizations concerning CPE practices. Recommendations included the following: using a random audit of CPE compliance judging the true value of such programs without the extended time perspective afforded by follow-up. Researchers should use various instruments to assess career information, such as multiple measures of the same outcome, specific measures, and global measures. Some of the major outcome domains to consider are career decision-making, effective role functioning, and evaluation of counseling. The key purposes for conducting a follow-up evaluation should be specified in advance. Follow-up evaluations are typically post hoc and so cannot be improved by the random assignment of participants to control groups. Also, multiple follow-up assessments allow a profile of program effects over time to be determined. In one follow-up study, conducted three to six months after career counseling had ended, clients rated discussions with their counselor as the single most useful component of career counseling. Follow-up assessment provides advantages that no other evaluation strategy offers. (RJM)

ED 414 526 CG 027 053

Riverin-Simard, Danielle
Career Transitions: ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Change; *Career Counseling; *Career Development; Career Education; Career Guidance; Careers; *Counseling Services; Counseling Techniques; Foreign Countries; Individual Development; Intervention; *Transitional Programs
IDENTIFIERS- Canada; Career Unrest; ERIC Digests; *Transitional Employment

Some intervention programs have responded to the magnitude of the difficulties that career transitions present for adults. This digest examines one program which aims to improve the career adaptability of adults seeking employment. The interventional procedures outlined here are intended to accelerate vocational development by helping people complete each of their career transitions as successfully as possible. The concept of career transition adopted here is related mainly to a psycho-sociological approach and is based on four principles: (1) the transitional process is cyclical and continuous; (2) individuals must renew their relationship with the world in order to control their transitions adequately; (3) renewal of the relationship with the world of work, requires that four distinct interactional dimensions involving the person and the environment be kept in mind; and (4) redefinition of the person's relationship with the world of work is effected through a cycle of revision comprising four stages. In order to simplify this cycle of revision and thus increase the chances for successful career transitions, this program advances the idea that there must be four different educational strategies corresponding to each of the modes of Person-Environment interactions. Each of these strategies--analogical, relational, anticipation, and transactional--address specific skills and issues. (RJM)

ED 414 527 CG 027 054

situated to provide intervention programs to help teenage smokers than is the school, and a number of the advantages of such school programs are offered. The school-day cessation program is explained next. It is built on the notion that teenage smokers spend much of their time in the schools. Steps for implementing the school-day tobacco cessation program include ideas for defining the voluntary program, staffing, identifying students for the program, and the cessation curriculum. Eight sample lessons are offered, beginning with Session One, in which students are made to feel welcome. Some lesson themes include smoking and self-image, the relationship between stress and smoking, learning how to break the power of addiction, and setting goals. Such programs need not be expensive and can draw on personnel already in place. Includes a list of resources. (RJM)

ED 414 546 CG 028 207

Tucker, Cindy L.; Hansen, James C.; Zevon, Michael A.
Family Functioning and Sibling Adjustment Following Treatment of Childhood Cancer.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (To Environment); Adolescents; Bereavement; *Cancer; Children; Elementary Secondary Education; Family Environment; Grief; *Outcomes of Treatment; *Sibling Relationship; *Siblings
IDENTIFIERS- *Childhood Illnesses

Childhood cancer and its treatment have been identified as significant stressors for individuals and families. The impact of this experience on healthy siblings has not been clearly determined. This study was designed to assess siblings regarding their adjustment and their perceptions of their families following a sick sibling's treatment. Standardized measures were used to facilitate comparisons. Siblings of children who survived cancer (n=25) were compared with siblings of children who died of cancer (n=24) so as to understand the complexities of the experience relative to treatment outcome. Subjects were 49 siblings, ranging in age from 10 to 20 years, and their parents. Results indicate that siblings reported levels of behavioral disturbance which did not significantly differ from those of a contrast group of children referred for psychological services. However, siblings did not differ significantly from a normative group in terms of self-image adjustment. Minimal adjustment differences were found between bereaved siblings and nonbereaved siblings with bereaved siblings reporting poorer adjustment only in the area of body image. Similarly, no significant gender effects on sibling adjustment were found. Results suggest a preponderance of similarity in adjustment for bereaved and nonbereaved siblings. (Author/RJM)

ED 414 547 CG 028 209

Zevon, Michael A.; Corn, Barbara; Lowrie, Geoffrey; Green, Daniel M.
Developmental Status and Intimacy in Adult Survivors of Childhood

National Reading Research Center.
SPONS. AGENCY- National Reading Research Center, Athens, GA.; National Reading Research Center, College Park, MD.
PUB DATE- 96
NOTE- 71p.; Best available copy. Print on some pages is blurred.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; *Emergent Literacy; Inservice Teacher Education; Kindergarten; *Parent School Relationship; *Parent Teacher Cooperation; Preschool Education; Primary Education; Program Effectiveness; School Community Relationship
IDENTIFIERS- Baltimore City Public Schools MD; *Communication Strategies

A study described and evaluated the Cooperative Communication Project, which was designed to improve communication between inner-city families and schools about young children's literacy development. A total of four pre-kindergarten and kindergarten teachers from two schools in the Baltimore City Public Schools completed an inservice course (a series of six seminar-format discussion sessions) out of which developed plans for individual action research projects to be carried out in the teachers' classrooms. Frequent on-site support visits were conducted while the teachers were implementing their research projects. Teachers presented oral reports and prepared a final written version of their project reports. Because of the small number of teachers and schools that eventually participated in the project, preliminary plans to investigate systematically the impact of the inservice course on the organizational climate of the schools and the relation of the schools with their communities were dropped. Evaluation of the four completed projects is cautiously optimistic on the grounds that the process succeeded in connecting research findings and issues with the lived experience of the participating teachers and in inspiring them to undertake independent inquiry projects in the specified fields of cooperative communication among parents and teachers about children's emergent literacy. (Contains 43 references, the four final written projects, and five figures representing material presented in seminars and excerpts of transcripts of seminar discussions. An appendix contains a list of the concrete products associated with each of the four projects. (RS)

ED 414 567 CS 215 943

Burnett, Sara Jane; Wichman, Ann Marie
Mathematics and Literature: An Approach to Success.
PUB DATE- 97
NOTE- 126p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight. Results of the Teacher Math Survey (Table 1) are missing.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *Childrens Literature; Grade 2; *Instructional Effectiveness; *Integrated Activities; *Mathematics Anxiety; Mathematics Curriculum; *Mathematics Instruction; Primary Education; Problem Solving; Program Descriptions
IDENTIFIERS- Trade Books

This paper describes a program for minimizing students' inability to relate present day school mathematics to real-world experiences, including the high-tech communities around them.

educators to make those courses more inclusive in both content and methodology. The essays and syllabi explore service learning, teaching and learning styles, case study methodology, transcultural immersion, and representative assignments, texts, and references. Three of the essays address effective attraction and retention programs aimed at traditionally underrepresented populations. Essays and syllabi are: "Interactive Phases of Curricular Re-Vision: A Feminist Perspective" (Peggy McIntosh); "Interactive Phases of Curricular and Personal Re-Vision with Regard to Race" (Peggy McIntosh); "Dynamics of Teaching in a Pluralistic Society" (Frederick J. Baker); "Multicultural Implications of Society: A Service Learning Course" (Stuart C. Lord); "Teaching and Learning Styles from a Multicultural Perspective" (Judith C. Reiff); "Literacy Learning and Cultural Differences: Case Method Instruction" (Phyllis Metcalf-Turner); "Multicultural Issues in Higher Education" (Robert Caruso and Earl Bracey); "Transcultural Immersion: Public Health Leadership Management Practicum" (Diana D. Hankes); "Cultural Diversity Breeds Tolerance in the Multiversity" (Edith M. Baker); "Culture and Self" (Gerry Becker); "Music Appreciation for a Large and Diverse Student Population" (Elizabeth Potter Jordan); "Module for Asian Studies: The Impact of Culture on Business Behavior" (Barbara Barrett-Schuler); "Integrating Asian Film into Film Studies and Film Production Courses Using Examples from Yasujiro Ozu (Japan) and Zhang Yimou (China)" (Diane Carson); "The 'Black Ships' and 'Sakoku': Commodore Matthew C. Perry's Expedition to Japan (1853-1854)" (Theodore Finkelston); "Introduction to Japanese Language and Culture" (Susumu Kasai); "Module for Asian Studies: Latin American Civilization" (Marco A. Romero); "Curriculum Module for Asian Studies: Chinese Mythology: Background and Influences" (Linda VanVickle); "Module for Asian Studies: The Short Novel" (Susan Waugh); "Community College Programs and Services for Special Populations and Underrepresented Groups" (Yvonne Singley); "Minority Student Achievement Series: A Cooperative Approach to Increasing Minority Student Retention" (Mary Jo Hall and Magalene Sudduth); "Attracting Minorities into Teacher Education: A Model Program That Works" (Judith Williams Lyles and Freddie A. Banks, Jr.); and "Dispelling Myths: Gradual Emancipation" (Jim Strnad). (RS)

ED 414 586 CS 216 106

Fulton, Jean C.
Writing Assignments as Windows, Not Walls: Enlivening Unboundedness through Boundaries.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Higher Education; Poetry; Student Development; *Student Reaction; *Writing Assignments; *Writing Instruction
IDENTIFIERS- *Connectivity; Consciousness; *Surprise

Students sometimes respond to writing assignments automatically, almost as if they were a generic form, rather than by investigating the idiosyncrasies and unexpected possibilities of each assignment. Writing assignments can be structured to help students transcend such habits, shifting the focus from accumulating information to creating meaning at deeper levels of their own awareness. Drawing from the fields of composition

Interpretive Skills; *Literary Genres; *New Journalism; *Nonfiction; *Reader Response; Reader Text Relationship; *Writing for Publication
IDENTIFIERS- Author Reader Relationship; Author Text Relationship; Authorship; Narrative Theory; *Reading Uses; Text Types

Taking off from the perception that the current critical climate blurs most meaningful distinctions between fiction and nonfiction, this book examines what happens when writers and readers encounter texts presented as nonfiction--texts that make some truth claim on outside experience, texts whose characters and events have at least some tangible dimension outside the written word. Rather than attempting to establish distinctions between abstract notions of fiction and nonfiction, the book examines the experience of engaging with both kinds of texts. The author contends that reading and writing nonfiction is fundamentally different from reading and writing even the most strongly realistic fiction. The difference between the two stems from a recognition that actual subjects are linked to nonfiction texts. An author may try to hide the link by withholding names or changing details, and scholars may try to ignore the link as somehow tainting a purely literary experience, but nonfiction's operations defeat those efforts. While authors of fiction build worlds that encompass their characters and narratives, a nonfiction text always competes with the lives and events that lie outside it, lives and events it cannot contain. How this inside/outside contest plays over a variety of nonfictional texts is examined, ranging from 19th-century narratives by Charles Dickens and Henry Mayhew through the writings of Sigmund Freud, John Reed, Tom Wolfe, and Joan Didion, culminating in a discussion of Tim O'Brien, who has written stories of his experience in the Vietnam War in hybrid combinations of fiction and nonfiction. (NKA)

ED 414 606 CS 216 137

Power, Brenda Miller, Ed.; Wilhelm, Jeffrey D., Ed.; Chandler, Kelly, Ed.
Reading Stephen King: Issues of Censorship, Student Choice, and Popular Literature.
PUB DATE- 97
NOTE- 246p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Censorship; Critical Thinking; *Fiction; Literature Appreciation; *Popular Culture; Public Schools; Reader Response; *Reading Material Selection; Reading Programs; Recreational Reading; Secondary Education; *Student Participation
IDENTIFIERS- *Contemporary Literature; Horror Fiction; *King (Stephen); Literary Canon; Response to Literature; Trade Books

This collection of essays grew out of the "Reading Stephen King Conference" held at the University of Maine in 1996. Stephen King's books have become a lightning rod for the tensions around issues of including "mass market" popular literature in middle and high school English classes and of who chooses what students read. King's fiction is among the most popular of "pop" literature, and among the most controversial. These essays spotlight the ways in which King's work intersects with the themes of the literary canon and its construction and maintenance, censorship in public schools, and the need for

Washington State.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Orlando, FL, Oct 31-Nov 2, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; Administrator Responsibility; *Administrator Role; Educational Policy; Elementary Secondary Education; *Leadership Responsibility; *Participative Decision Making; *Principals; School Administration; State Legislation; Work Environment
IDENTIFIERS- *Washington

This paper reports findings of a study that explored the changing role of school principals in Washington State. Data were collected during stage 1 through focus-group interviews at an annual conference of a Washington State principals' association. During stage 2, a questionnaire was sent to all members (n=2,431) of the Association of Washington School Principals (AWSP). A total of 840 responses were received, a 34.6% response rate. Of the 840 responses, 687 were from principals with 5 or more years of experience. The data suggest that fundamental shifts have occurred in the role of the principal in Washington's public schools. Principals face increasingly complex interactions and tasks while simultaneously encountering limitations to their capacity to lead their schools. The data show an increased complexity in the scope and elements of school change and school programs. However, the capacity of principals to lead and develop shared leadership communities is constrained by the overwhelming nature of added responsibility, continuous innovation overload, an unclear empowerment for true direction setting, and threats to morale. The challenges described by the data reveal an imperative for shared and empowered leadership, in which the center of power is passed around and on the move. Finally, the data illustrate the need to build the leadership capacity of the schools. (Contains 38 references). (LMI)

ED 414 625   EA 028 796

Marzano, Robert J.; Kendall, John S.
A Comprehensive Guide to Designing Standards-Based Districts, Schools, and Classrooms.
PUB DATE- 96
NOTE- 318p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Standards; *Accountability; Curriculum; *Educational Assessment; *Educational Objectives; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; State Action; Student Evaluation; Tables (Data)

This book articulates a process by which schools and districts can design their own standards-based system of education and provides models for implementing standards-based education. Chapter 1 describes the history of and impetus for the standards movement. Chapter 2 addresses such issues as: Where will the standards come from? What type of standards shall be used? Who will be involved in setting them? The many formats in

ED 414 644 EA 028 820

Stasz, Cathleen; Chiesa, James; Schwabe, William L.
Education and the New Economy: A Policy Planning Exercise.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Accountability; *Cooperative Planning; Economic Development; *Educational Policy; Elementary Secondary Education; Government Role; *Government School Relationship; *Labor Force Development; *Policy Formation

This paper describes a policy exercise on education and the new economy held in Aspen, Colorado, in June 1997. The exercise was designed to help the National Center for Research on Vocational Education understand the development of education and training in the near future. The exercise took advantage of expertise in social gaming developed at RAND, one of the Center's host sites. Participants included about two dozen education researchers and decision makers from across the United States. The paper describes the motivation for the policy exercise, its basis in earlier exercises, its structure and outcomes, and lessons for educational policy and further gaming. The discussion on system design focused on the improvement of standards, better coordination between the academic and vocational education systems and between human-resource-development systems and the private sector, and the use of performance-based criteria for teacher development. The federal government is recommended to encourage the establishment of standards, generate support for standards, and identify ways to coordinate work-force development. Appendices contain exercise materials and information about the allocation-outcomes model. (LMI)

ED 414 645 EA 028 821

Education Issues in the Heartland. What's Noteworthy on ...
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Demography; *Educational Finance; *Educational Technology; Elementary Secondary Education; Instructional Improvement; Population Distribution; Population Trends; *Professional Development; Public Education; Racial Composition; *Regional Characteristics
IDENTIFIERS- Mid Continent Regional Educational Laboratory

This document contains six articles. The first article describes the current status of education in the United States. The second article describes what changes to expect in adult and student populations, migration, the economy, and support for public education in the Mid-continental region. The next four articles provide snapshots of the region through four lenses--curriculum and instruction, professional development, technology, and finance. Contents include: (1) "The Good, and the Not-So-Good, News about American Schools" (John F. Jennings with regard to hiring people with mental illness. (Author/CR)

ED 414 664 EC 306 009

Parette, Howard P., Jr.
Interactive CD-ROM Technology for Family-Centered Augmentative and Alternative Communication Decision-Making across Cultures.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 9p.; Paper presented at The Council for Exceptional Children's Division for Early Childhood, International Early Childhood Conference on Children with Special Needs, (New Orleans, LA, November 21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Augmentative and Alternative Communication; *Communication Aids (for Disabled); Cultural Influences; Decision Making; *Disabilities; Elementary Secondary Education; Family Involvement; *Hypermedia; Language Minorities; Minority Group Children; *Multilingual Materials; Optical Data Disks; *Selection Tools

This paper highlights features of an interactive, bilingual CD-ROM currently under development that is designed to be used for augmentative and alternative communication (AAC) decision making with professionals and families of children with disabilities. The CD-ROM is scheduled for release in the spring of 1998 and will: (1) provide information and multimedia vignettes designed to sensitize related service personnel to child, AAC device, family/social, cultural, and system issues to consider regarding the selection and use of AAC devices; (2) provide structured procedures and checklists to use during the planning, implementation, and evaluation of the AAC devices; and (3) provide simulated practice in the use of procedures. These interactions are meant to assist personnel in schools and in state, federal, and private agencies and organizations to serve children with disabilities and their families appropriately. The paper discusses the data collection efforts prior to the development of the CD-ROM, the information and services that families of children with disabilities need, respecting family values and culture, and helping families use AAC devices. The features of the CD-ROM are explained and pictures of sample screens are provided. Appendix A provides a summary abstract of the background, data collection, and data analysis of the Department of Education Special Project on which the paper is based. (CR)

ED 414 665 EC 306 010

McIntire, Marina L.
Implementation of a National Endorsement System for Interpreter Preparation Programs.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Deaf Interpreting; *Deafness; *Hearing Impairments;

ERIC Digest #543.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.; For a related ERIC Mini-Bib, see EC 306 028.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Gifted; *Home Schooling; *Parents as Teachers
IDENTIFIERS- ERIC Digests

This digest is intended to provide basic information on homeschooling for parents of gifted children considering this option. Challenges and opportunities of home schooling are identified and include a large time commitment, expenses of educational resources, flexibility in providing the student with academic challenges, social considerations (offers suggestions for meeting social needs) and legal considerations (notes variations in specific state requirements regarding homeschooling). The paper briefly describes different approaches to homeschooling, resources available to develop or assess the quality of a homeschool curriculum, data on the academic performance of homeschoolers, planning for college, and sources of other information on homeschooling. Contains 11 references. (DB)

ED 414 684 EC 306 029

Berger, Sandra, Comp.
Homeschooling Resources for Gifted Students. ERIC Mini-Bib.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.; For the companion digest, see EC 306 028.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; *Gifted; *Home Schooling; *Organizations (Groups)

This listing of homeschooling resources and organizations for gifted students lists resources for contests and competitions, curriculum, national standards by subject area, legal information, national home schooling organizations, publications, and Internet resources. Organizational entries usually provide name, address, phone number, and World Wide Web address. (DB)

ED 414 685 EC 306 030

ACTTive Technology, 1995.
SPONS. AGENCY- Association for Counselor Education and Supervision, Washington, DC.
PUB DATE- 95
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Art Expression; *Assistive Devices (for Disabled); Communication Aids (for Disabled); Computer Assisted Instruction; Computer Software; *Computer Uses in Education;

Blind & Sighted Pioneer Teachers in 19th Century China & India.
PUB DATE- 98
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blindness; Braille; Comparative Education; Cultural Influences; *Educational History; *Educational Practices; Elementary Secondary Education; Foreign Countries; Inclusive Schools; Tactile Adaptation; *Teachers
IDENTIFIERS- *China; *India

This paper discusses the education of people with blindness in China and India prior to the establishment of formal schools for the blind. Key people who advanced the education of people with blindness are highlighted, such as missionary teacher Mary Gutzlaff, who integrated Chinese orphan girls with blindness into her school at Macau. One of the girls, Agnes Gutzlaff, became the first trained person in China to teach people with blindness how to read, using first the Lucas system, then Moon's embossed script. Meanwhile, in the late 1840s, a class of adults with blindness received formal instruction from Reverend Thomas McClatchie at Shanghai. In 1856, Reverend Edward Syle opened an industrial workshop at Shanghai for older people with blindness. The section of the paper on India highlights the integration of William Cruickshanks, who was blind, into regular schools and his subsequent administration of several ordinary South Indian schools. The Bengal Military Orphan Asylum had orphans with blindness in its school and adopted the Lucas system by 1840. This was overtaken by Moon's system of script for blind readers, which was translated into several Indian languages from 1853 onwards. The work of missionary women in India is also described. (Contains 251 references.) (CR)

ED 414 702 EC 306 048

Fisher, Maurice D., Ed.
Gifted Education Press Quarterly, Volume 11, Numbers 1-4.
PUB DATE- 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Rearing; Creative Writing; Creativity; Elementary Secondary Education; Foreign Countries; *Gifted; Intelligence; Misconceptions; *Psychological Needs; Public Affairs Education; Service Learning; Special Schools; *Student Characteristics; Student Needs; Student Publications
IDENTIFIERS- *Multiple Intelligences; Vancouver Board of School Trustees BC; Verne (Jules)

The four issues of this newsletter include a variety of articles on education of the gifted. First, "Gifted Education: The Community Service Approach: The New Jersey Governor's School on Public Issues as a Case Study," by Daryl Capuano, describes this school's special emphasis, its curriculum, and effects on students. Next, "First Class Publishing for Gifted Students" (Teena Vaughn-D'Annibale) describes a curriculum organized around strategies for getting one's writing published. "Are There Additional Intelligences? The Case for Naturalist, Spiritual, and Existential Intelligences," by Howard Gardner, (appears in volume 2 and continues in volume 3), proposes three new "candidate intelligences" to add to the seven previously identified by the author. The following related article, and engineering services such as specific guidelines on conflict of interest and compliance; basic education programs; classroom sizes; the duties of local boards, of superintendents, of principals, and of teachers; inspections; energy savings contracts; lease properties; long-range plans for school facility needs; the North Carolina Historical Commission; public building contracts; facilities guidelines; repair of damage to school property; replacement of buildings; fire safety and prevention; and vocational programs affiliated with schools. Case notes, which explicate some of these laws, are also included. (RJM)

ED 414 720 EF 005 003

Sturm, H. Pepper
School Construction. Background Paper 97-4.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bids; Capital; *Educational Facilities; Elementary Secondary Education; Money Management; School Buildings; *School Construction; *School Funds; School Taxes; *State Action; *State Aid; State Legislation
IDENTIFIERS- *Building Infrastructure; *Nevada

Public schools in the United States will face significant infrastructure needs within the next few years. Some of the numerous issues surrounding these needs, as they affect Nevada's schools, are detailed in this report. Current practices in Nevada have followed those of other quickly growing school systems in which funds are being diverted from routine maintenance and capital improvement so as to support programs. Some remedies to this practice, such as general obligation bonds or "pay-as-you-go" funding, are explored. For the benefit of comparison, capital construction in other states and varying levels of participation are presented. Some possible alternatives for state assistance in Nevada are covered, such as structural alternatives and financing alternatives, including state general obligation bonds, state revenue bonds, and state appropriations. Options currently under consideration in other states are likewise discussed. It is argued that the recent spate of equity lawsuits involving facilities construction in other states should guide any participation by Nevada in school construction; mechanisms to define state involvement should promote equity in capital expenditures. Four appendixes, which compose one-half of the paper, offer profiles of Nevada school demographics, the state's role in financing, needs assessment, and historical practices in state assistance. (RJM)

ED 414 721 EF 005 004

School Capital Manual. An Interim Guide for School Boards, Administrators, Facility Planners and Consultants Who Engage in School Building Projects.
PUB DATE- 97
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

language proficiency and language learning patterns of two native Japanese speakers, aged 15 and 17. Data were elicited verbally from the subjects, with more elicited from the older, and analyzed for error patterns. Results indicate striking similarities in error patterns; however, a comparison using Krashen's natural order for second language acquisition disclosed a clear difference in English competence in favor of the older subject. In addition, comparison of the older subject's language use in an elicitation exercise and a free-discussion exercise tended to support style-shift theory, with the subject attending to discourse cohesiveness in the free-talking task. Areas in which second language instruction for these subjects could be improved are identified. Contains 10 references. (MSE)

ED 414 743 FL 024 938

Song, Minjong
Let's Try Another Alternative!: Teaching Reading with Authentic Printed Materials, Reading Activities, and the Eclectic Way of Teaching.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Classroom Techniques; *Cultural Awareness; Difficulty Level; *English (Second Language); Foreign Countries; Instructional Materials; Language Proficiency; *Reading Instruction; Reading Materials; Second Language Instruction; *Teacher Developed Materials; Teaching Methods
IDENTIFIERS- *Authentic Materials

This paper discusses the use of a teacher-designed text of authentic reading materials (such as a university catalog, grocery store catalog, and tourist information brochures) in place of a commercially-produced textbook in the English as a Second Language (ESL) classroom. It is argued that such materials provide ESL students with greater access to American culture, allow adjustment of content to the students' proficiency level, and are motivating to students. Activities accompanying use of the text are designed to be interactive and authentic and to correspond to current second language teaching theory. Pre-reading, reading, and post-reading activities are described. Finally, an eclectic approach to ESL instruction instead of the conventional grammar-translation method is advocated, for both instructional purposes and for purposes of classroom management. Activities for each unit of the teacher-developed text are appended. Contains 21 references. (MSE)

ED 414 744 FL 024 939

Rossetti, Paolo
Gender Issues on the Information Highway: An Analysis of Communication Styles in Electronic Discussion Groups.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Discourse Analysis; *Discussion Groups; *Electronic Mail; Foreign Countries; Internet; *Interpersonal Communication; *Language Patterns; Language Research; *Language

This guide outlines curriculum and performance standards for second language instruction in Wisconsin elementary and secondary schools. An introductory section describes the rationale for development of, and use of the standards for foreign language instruction and briefly discusses applications across the curriculum. A second section gives an overview of the state's second language programs and the intent of the standards. Subsequent sections detail content standards and performance expectations for students at three levels (elementary school, middle school, high school) in these areas: communication (interpersonal, receptive, productive); culture (practices, products); making connections (across disciplines, cultural perspectives); making comparisons (language-related, cultural); and creating communities (use of language outside the classroom, language use for personal enrichment). Communication proficiency standards are also charted for three areas: accuracy; content; and cultural context. For several selected standards, sample tasks and samples of student work at each school level are presented. A list of contributors is appended. (MSE)

ED 414 766 FL 024 965

Schmidt, Ken
WWW Literature Searches for TEFL and Applied Linguistics.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- *Applied Linguistics; Computer Uses in Education; Language Research; *Literature Reviews; *Online Searching; *Research Tools; *Search Strategies; *World Wide Web

Resources for literature searches of the World Wide Web (WWW) are outlined for the use of university faculty, staff, and students seeking information on the teaching of English as a foreign language (TEFL) and on applied linguistics. The guide begins with a brief overview of resources for Web-based searching and general information about the strategy of searching. Subsequent sections list examples of major bibliographic databases, print journals, hybrid journals, electronic journals and electronically-available articles, dissertation and thesis link sites, online bibliographies, library sites, and general link sites related to TEFL and applied linguistics. Also lists 6 print references. (MSE)

ED 414 767 FL 024 967

Earp, Samantha
More Than Just the Internet: Technology for Language Teaching. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Authoring Aids (Programming); *Computer Networks;

Cooperation, Commitment of Teachers.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *College Faculty; *College Instruction; Foreign Countries; Higher Education; Learning Activities; *Learning Motivation; *Self Motivation; Student Attitudes; Student Evaluation; *Student Motivation; *Teacher Motivation; Teacher Student Relationship; Teaching Methods

This paper suggests that the processes one would have college teachers use to motivate students closely parallel those that should be used to gain the cooperation, commitment, and preparation of teachers for this task. It discusses the "learning orientation" versus "grading orientation" of students, along with "class-side manners" that college teachers can use to help motivate students. These behaviors include shared self-control, focus on generating new knowledge, being prepared to do what you ask of others, and being an active listener. A case study of a teacher's effort to mediate student self-regulated learning using these and other techniques is then presented. This case study analysis discusses the effects of getting students to attend class, listen and become involved; classroom teaching and learning activities; and assignments, tests, and evaluations. (Contains 22 references.) (MDM)

ED 414 789 HE 030 590

TransferTrack: A New Service To Provide Post-Secondary Educational Institutions with Subsequent Enrollment Information on Students Who Transfer Out to Other Schools.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; *College Transfer Students; *Databases; Eligibility; Federal Regulation; Graduation; Higher Education; *Student Loan Programs
IDENTIFIERS- Student Right to Know and Campus Security Act

A new service, TransferTrack, was developed by the National Student Loan Clearinghouse, that will enable postsecondary educational institutions to identify which of their former students have subsequently re-enrolled at other institutions and the identity of such institutions. This system will allow institutions to comply more easily with the Student Right To Know and Campus Security Act of 1990, which requires schools to publish the rate at which cohorts of full-time, first-time, degree/certificate-seeking undergraduate students graduate, and a separate rate at which these students transfer to other institutions. The paper explains the eligibility requirements for participation in TransferTrack, the limitations on students for whom data may be provided, the TransferTrack operational process, the cost of the service, and the procedure for initiating the service. Appendixes provides the TransferTrack request file data element layout and the TransferTrack agreement. (MDM)

ED 414 790 HE 030 591

Iannozzi, Maria
Policy Perspectives. Exemplars. Alverno College.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 97
NOTE- 9p.; For related documents, see HE 030 703-704. Published in conjunction with "Policy Perspectives."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; College Faculty; College Instruction; College Students; *Competency Based Education; Curriculum Design; *Curriculum Development; Curriculum Evaluation; Educational Attitudes; Educational Change; Excellence in Education; Higher Education; Interdisciplinary Approach; Nongraded Student Evaluation; Performance Based Assessment; Portfolio Assessment; *Private Colleges; Relevance (Education); *Student Evaluation
IDENTIFIERS- *Alverno College WI

This report describes efforts by Alverno College (Wisconsin) to reform the traditional liberal arts curriculum and redefine the relevance of women's colleges. Beginning in the early 1970s, the college began to refocus student learning by integrating ability development and performance-based knowledge. Faculty and staff redefined the curriculum, basing requirements not just on disciplinary content but also on the mastery and application of eight abilities: communication, analysis, problem solving, values in decision making, social interaction, global perspectives, effective citizenship, and aesthetic responsiveness. Rather than assigning letter grades, the college registrar keeps track of students' mastery of each ability, based on student work that becomes part of an extensive portfolio. The college also draws upon the experience of 600 external assessors to help evaluate students' progress. To develop and refine the college's changing curriculum, each faculty member is affiliated with both an academic department and an ability area, and each year faculty engage in three week-long institutes to address the curriculum. Comments from students and an administrator on the effectiveness of the college's curriculum are included. (MDM)

ED 414 810 HE 030 703

Iannozzi, Maria
Policy Perspectives. Exemplars. Portland State University.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 97
NOTE- 9p.; For related documents, see HE 030 702 and HE 030 704. Published in conjunction with "Policy Perspectives."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Change; *College Curriculum; College Faculty; College Instruction; College Students; Curriculum Design; Curriculum Development; Educational Attitudes; Educational Change; Excellence in Education; *Experiential Learning; Higher Education; *Interdisciplinary Approach; Program Descriptions; School Community Programs; *Service Learning; *State Universities; Student Participation
IDENTIFIERS- Capstone Programs; *Portland State University OR

This report describes efforts by Portland State University

PUB DATE- 92
NOTE- 107p.; Symposia programs printed on dark colored paper.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Cultural Awareness; Cultural Exchange; Cultural Pluralism; Cultural Relevance; Curriculum Development; Ethnic Groups; *Faculty Development; Higher Education; *Hispanic American Culture; Hispanic Americans; Intercultural Programs; Interpersonal Communication; *Mexican American Education; Mexican Americans; *Multicultural Education; Second Language Learning
IDENTIFIERS- *Texas A and I University

This report describes a three-year faculty development program that successfully transculturated approximately one-third of the faculty and professional staff at Texas A&I University, a state institution in which over 50 percent of the student body is Mexican American. Transculturation entails a change process that focuses on changing the institution to fit the culture and language of the student majority. The program at Texas A&I consisted of (1) three-hour weekly seminars on the history and culture of Mexican Americans, presented by Mexican American scholars; (2) annual symposia featuring lectures, workshops, and participant panels, that were intended to make all students, the campus, and regional area educators aware of the transculturation program; and (3) a three-week language and culture immersion experience held in Cuernavaca, Mexico, which included lectures on Mexican culture and society and Spanish language instruction, and where 20 participants lived with Mexican families. The 20 participants consisted of 10 freshmen faculty members, representing all the colleges within the university, were selected by their college deans to attend each semester. Detailed discussions of the project, its purpose, background and origins, and results are included. Appended materials include: course syllabi and calendars, symposia programs; copies of pre- and post-tests; seminar evaluation forms; and the course of study for the immersion program in Mexico. (JLS)

ED 414 827 HE 030 807

Miller, Ronald L.; Olds, Barbara M.
A Multidisciplinary Model for Teaching Undergraduate Engineering Design.
PUB DATE- 92
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Design; *Curriculum Development; Education Work Relationship; *Engineering Education; Higher Education; *Instructional Innovation; *Interdisciplinary Approach; Models; Problem Solving; Professional Education; School Business Relationship; State Universities; Undergraduate Students; Undergraduate Study
IDENTIFIERS- *Colorado School of Mines

This project was designed to develop a curricular and pedagogical model for teaching multidisciplinary engineering design to senior-level undergraduate students at the Colorado School of Mines. The two-semester course sequence involved students from seven engineering disciplines working in multidisciplinary teams under the direction of engineering, science, and liberal with speech, chemistry, and Spanish professors involved with the project and working to establish standards, capstone courses, and standards-based assessment procedures. The final section notes other project activities, including dissemination, institutionalization of the project, and writing UNC commencement standards and rubrics. Appended are a meeting agenda and standards on cultural understanding for Spanish majors. (DB)

ED 414 845 HE 030 833

Horn, Laura J.
Confronting the Odds: Students At Risk and the Pipeline to Higher Education. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *Access to Education; College Admission; *College Applicants; College Bound Students; College Entrance Examinations; Disadvantaged Youth; Dropouts; Family Involvement; *High Risk Students; *High School Graduates; High Schools; Higher Education; Longitudinal Studies; Mathematics; Outcomes of Education; Peer Influence; Student Characteristics; Tables (Data)
IDENTIFIERS- *National Education Longitudinal Study 1988

This study used data on 1992 high school graduates from the National Education Longitudinal Study of 1988 (a survey that began with eighth graders in 1988 and followed them every two years through 1994) to examine the critical junctures when at-risk high school graduates are most likely to leave the pipeline to college enrollment, and to identify factors that increase their chances of successfully navigating the enrollment pipeline. An at-risk student was defined as having risk factors such as being from a single parent household, having an older sibling who dropped out of high school, and earning low grades between sixth and eighth grades. Highlights of the findings include: about 58 percent of graduates had one or more risk factors; of these, 30 percent successfully navigated the pipeline to college enrollment; at-risk students differed most from counterparts in their educational aspirations and academic preparation; and academically prepared at-risk students were much less likely than counterparts to take an entrance exam. After an introductory chapter, two chapters detail data and definitions and provide an overview of students at risk. The following two chapters present findings on the pipeline to a four-year college and compare at-risk students regarding completion of math courses, help received in the college application process, and level of school involvement of students, parents, and peers. Appended are a glossary, technical notes, and supplementary tables. (DB)

ED 414 846 HE 030 834

Chronister, Jay L.; Baldwin, Roger G.; Conley, Valerie M.
Retirement and Other Departure Plans of Instructional Faculty and Staff in Higher Education Institutions. 1993 National Study of Postsecondary Faculty (NSOPF-93). Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

references.) (SW)

ED 414 863 HE 030 861

Guzzetta, D. J.
Teaching/Research: Faculty Roles, Evaluations, and Rewards in Kansas Regents Universities. A Case Study.
PUB DATE- 95
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *College Faculty; Evaluation Methods; Evaluation Needs; Excellence in Education; Faculty College Relationship; *Faculty Evaluation; Faculty Promotion; Faculty Publishing; Faculty Workload; Higher Education; *Instructional Effectiveness; Noninstructional Responsibility; Recognition (Achievement); *Research; *Rewards; Scholarship; State Universities; Teacher Attitudes; Teacher Evaluation; *Teacher Role; Teaching Skills
IDENTIFIERS- *Kansas Regents Universities

The faculty roles of teaching and research, and the evaluation and reward of faculty performance, were assessed in a study conducted at the six Kansas Regents universities. The case study research involved interviews with 40 faculty members that focused on faculty performance evaluation policies and practices, and appropriate faculty recognition and rewards resulting from these procedures. Reviews of the literature had revealed that, in practice, excellence in research commands greater recognition and rewards than excellence in teaching. Findings of the faculty interviews reaffirmed the importance of teaching. The study also noted that: (1) the majority of the faculty studied had become professors primarily to teach, although research and service demands frequently steered their energies away from teaching; (2) that faculty appears to have an excellent sense of what good teaching is, especially as it ties into student learning; (3) there were differences among institutional missions, subject matter disciplines, and competencies of the professoriate; and (4) support was expressed for flexibility and multiple models for evaluating faculty performance and broadening of the definition of research and scholarship, particularly as it relates to the teaching and learning process. Seven recommendations to the Kansas Regents universities were proposed. (Contains 75 references.) (SW)

ED 414 864 HE 030 863

Snyder, Thomas D.
Chartbook of Degrees Conferred, 1969-70 to 1993-94.
PUB DATE- 97
NOTE- 296p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *College Graduates; *Degrees (Academic); Doctoral Degrees; *Females; Higher Education; Intellectual Disciplines; *Majors (Students); *Males; Masters Degrees; *Minority Groups; Professional Education; Sex; Specialization; Statistical Data; Tables (Data); Trend Analysis; Two Year Colleges; Universities
IDENTIFIERS- Higher Information General Information Survey; Integrated Postsecondary Education Data System

Sessions" (Witherby); "Teaching by E-Mail" (Smith); "Using a Shell for Delivery and Support for Case-Based Learning in a Networked Environment" (Buckner, Davenport); "Learning via Multimedia" (Smith, Haddon, Smith, Bratton); "Flexible Learning for Australian Club Managers" (Breen, Hing, Weeks); "Distance Education in Post-Registration Nurse Education" (Grundy, Lawton, Taylor); "Professional Development through Reflective Inquiry" (McArdle, McGowan); "Workplace Learning" (Askham); "Empowering School Managers through Flexible Learning" (Oldroyd); "Off the Cuff and On the Cusp" (Garner, Longman); "Flexible Learning in Modular Programs for Professional Studies" (Shipway); "Flexible Program in Applied Studies in Education and Training" (McCormack); "Flexible Maths" (Cock, Pickard); "Profiling Study and Communication Styles for Non-Traditional Students" (Ure); "Flexibility in Teaching and Learning Schemes" (Gillies-Denning); "But This Isn't How an English Class Is Supposed to Be..." (Macauley, Pagnucci); "Student SkillPacks" (Bingham, Drew); "Interactive Library Skills Workbook for Engineering Undergraduates" (Bainbridge); "Introducing Computer Networks as a Research Tool to First-Year Postgraduates" (Steward); "Flexible Learning" (Lynch); "Adopting a Mixed-Mode Approach to Teaching and Learning" (Fallows); "Flexible Learning--Where Does the Library Fit in?" (Cavanagh); "Flexible Learning as a Management Issue" (McGhee); "Flexible Access to Learning Resources through Electronic Course Delivery" (Barker); "Open Learning Center at the University of Bristol" (Hole); "Staff Development for Flexible Learning at Stockport College" (Robinson); "Establishing Flexible Learning in a Conventional Institution" (Anderson); and "Flexible Learning Initiative at Loughborough University" (Wade). An index is appended. (YLB)

ED 414 415 CE 075 297

Harkin, Gisela; Beaulieu, Marjie; Brooks, Nancy; Cossaro, Karen
Tech Prep Concept Paper.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; *Articulation (Education); *Career Education; Career Exploration; *Education Work Relationship; *Educational Change; High Schools; Integrated Curriculum; *Labor Force Development; Postsecondary Education; Staff Development; *Tech Prep; Vocational Education

Tech prep plays a pivotal role in the education reform movement and is a key educational strategy. The purpose of tech prep education is to prepare an academically and technically competent work force. It is a curricular and instructional strategy for all students that leads to competence and employability in the technical fields. In tech prep, all students are exposed to career awareness at the earliest grades, followed by career exploration and preparation in high school, to develop the skills students need to make informed decisions. All graduates of tech prep must be broadly educated with a solid foundation in math and science, specialized training, and academic preparation in a technical field. Tech prep extends beyond narrowly defined occupational clusters; it is about increasing options. Tech prep is a key strategy for building a school-to-work (STW) system and is often the crucial centerpiece of many STW systems. It promotes key STW elements: career exploration, integration of vocational and academic them understand that application is a higher level of cognition than merely knowing and comprehending and providing examples; prodding them with ideas and activities to help students apply classroom knowledge; showing how co-op and other experiential learning strategies help students value what they are learning and increase retention; emphasizing quality; and teaching performance assessment. (YLB)

ED 414 434 CE 075 344

Kerka, Sandra
Adults with Learning Disabilities. ERIC Digest No. 189.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Adult Students; Assistive Devices (for Disabled); *Classroom Techniques; Counseling Services; *Educational Needs; *Educational Strategies; *Learning Disabilities; Needs Assessment; Services; Special Needs Students; Student Evaluation; *Student Needs
IDENTIFIERS- ERIC Digests

Thanks to increased advocacy and research, several major federal laws, and heightened awareness of the changing demands of the workplace, more attention is being focused on adults with learning disabilities (LD). There is still no consensus on definitions of LD. Estimates of the incidence of LD range from 5% to 20% of the population. Adults with LD may face challenges in several areas of life, including education, employment, daily routines, and social interactions. Adults with LD need a range of skills and abilities to manage their disabilities in education, training, and employment. Factors influencing their successful adjustment include the following: educational experiences, personal/background characteristics, and reframing--reinterpreting the situation in a positive way. Appropriate assessment is the starting point for all other strategies and techniques. Once a learning disability has been identified, three categories of assistance are psychosocial, technological, and educational. In the psychosocial area, strengthening self-esteem through awareness, assessment, accommodation, and advocacy is paramount. Although schools and workplaces offer some accommodations to help with academic and vocational adjustment, less attention is paid to social and emotional functioning. Assistive technology (technology enabling adults with LD to compensate for specific defects) has great potential. As for educational strategies, adult educators should foster an inclusive learning environment that includes sensitivity, attitudes, awareness, and accommodations. (Contains 13 references.) (MN)

ED 414 435 CE 075 345

Brown, Bettina Lankard
What's Happening in School-to-Work Programs? ERIC Digest No. 190.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Comparative Analysis; Educational Research; Extension Education; *Field Experience Programs; Higher Education; *Industrial Education; Internship Programs; Junior High Schools; *Methods Courses; Middle Schools; *Preservice Teacher Education; Program Effectiveness; Student Experience; Teaching Methods
IDENTIFIERS- University of Nebraska Lincoln

A study compared the effects of a field-based methods course on industrial education (IE) preservice teachers with the effects of a campus-based IE methods course on similar students. Two convenience sample groups were used: eight students enrolled in the IE methods course taught on campus and seven students enrolled in the field-based IE methods course taught at a local middle school. In the field-based model, the preservice teachers completed their methods course, vocational special needs course, and a practicum in the public school setting 3 mornings per week, so they could participate fully in most school activities. The course schedule allowed preservice teachers classroom observation of master teachers with follow-up and actual classroom presentations with follow-up. Preservice teachers assisted with special education students in a self-contained classroom and during mainstreaming activities. Both groups completed a pre- and post-assessment of their development of 35 vocational teacher education competencies. Data were grouped into four competency areas for analysis: teaching process, curriculum, learners, and the profession. Posttest scores for each competency area indicated that field-based methods students rated their competencies higher. An indepth analysis found that the field-based methods students scored significantly higher. (Appendixes contain 12 references, vocational education methods competencies, 4 tables, and instrument.) (YLB)

ED 414 454   CE 075 373

Computerized Business Technologies.
PUB DATE- 96
NOTE- 210p.; Product of the Heart of Ohio Tech Prep Consortium. For related documents, see CE 074 822 and CE 075 374-377.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Advisory Committees; *Articulation (Education); *Business Education; Competence; *Competency Based Education; *Computer Oriented Programs; Consortia; Curriculum Guides; Employment Opportunities; Employment Projections; Equipment Utilization; Grade 11; Grade 12; High Schools; Labor Market; Models; *Office Automation; Office Machines; Office Management; Teaching Guides; *Tech Prep; Technical Institutes; Technical Occupations; Two Year Colleges
IDENTIFIERS- Curriculum Mapping; South Western City Schools OH

This document contains materials developed for and about the computerized business technologies tech prep program of the South-Western City Schools in Ohio. Part 1 begins with a map of the program, which begins with a computerized business technologies program in grades 11 and 12 that leads to entry-level employment or one of two 2-year programs (microcomputing technology and office administration technology) at a community college that in turn lead to a technical career or transfer to a four-year college or university. Also included in part 1 are the high school curriculum pathways and pathway narratives for employers, and others associated with the programs; observations of the students at work; and in-depth student interviews. The SBE gave the most latitude to students with respect to choosing work tasks and even work times, whereas work at the other two sites was more closely monitored and scheduled. The MMHS and TCAP incorporated formal evaluation procedures between the worksite and the school. Training for the TCAP students followed a "show and tell" model, whereas the MMHS students were apprentices in a university science laboratory where teaching was embedded in nearly every activity. The SBE used a talented mentor pool, outside conferences, free advice from experts, and opportunities to practice in a fail-safe environment. No site developed students' problem-solving skills around substantive, technical matters. The TCAP and MMHS programs had explicit career awareness or exploration goals. All three sites incorporated structural features for connecting school and work. (Contains 58 references.) (MN)

ED 414 473 CE 075 404

Wentling, Rose Mary; Palma-Rivas, Nilda
Diversity in the Workforce: A Literature Review. Diversity in the Workforce Series Report #1.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 114p.; For related documents, see CE 075 405-406.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Attitude Change; Change Strategies; *Cultural Pluralism; *Diversity (Institutional); Employee Attitudes; Employer Attitudes; *Employment Practices; *Labor Force; Literature Reviews; On the Job Training; Organizational Change; *Organizational Climate; Personnel Management; Vocational Education; Work Environment
IDENTIFIERS- *Diversity Training

The literature on diversity in the work force was reviewed to determine the complexity and breadth of workplace diversity issue and identify trends in diversity management and training. The literature review focused on the following: definition of diversity; changing society and work force; reasons organizations are managing and valuing diversity; barriers to managing diversity; diversity training; and future trends. Although many different definitions of diversity were found, none fully included all the characteristics that a diverse population may bring to the workplace. It was concluded that, because the U.S. demographic composition is affecting the makeup of both the labor force and the marketplace, having a diverse work force and managing it properly are increasingly being perceived as competitive strategies that can attract both diverse customers and employees who have different perspectives, enhancing the organization's creativity. Corporate productivity and profitability have been deemed important reasons for implementing diversity initiatives, including diversity training. Needs assessment and evaluation and the qualifications of diversity trainers were identified as essential elements in the process of developing diversity training programs. (The document contains an annotated bibliography of 32 video resources and a list of 210 references.) (MN)

ED 414 474 CE 075 405

competencies and to the National Career Development Guidelines Competencies and indicators from the National Occupational Information Coordinating Committee. The third section includes handouts for completing the activities in the guide, the fourth section provides letters for students to take home to adult family members to explain the career exploration process. The final section provides ideas for implementing career paths in a school or district. (KC)

ED 414 490 CE 075 434

Bergstrom, Heidi; Katajisto, Jukka; Kimari, Matti; Kyro, Matti; Rahikainen, Elisa; Sulamaa, Kaarle; Walls, Leena; Ogren, Marjatta
Vocational Education and Training in Finland.
PUB DATE- 97
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Educational Certificates; Educational Change; *Educational Development; Educational History; Foreign Countries; Futures (of Society); *Job Training; Lifelong Learning; Postsecondary Education; Secondary Education; Student Certification; *Vocational Education
IDENTIFIERS- *Finland

This monograph describes development of the Finnish system of vocational education and training and discusses its future outlook. Chapter I provides background information on political and administrative structures, population, and the economy and labor force. Chapters II-III describe the education system and its development and the vocational education and training system. A section on its historical development considers reform in the 1970s and 1980s, ammattikorkeakoulu (AMK) institutions (polytechnics), and legislation. A section on initial vocational education and training addresses these topics: sectors of training and fields of study; qualifications; student assessment, counseling, and support systems; and educational institutions and teachers. The section on continuing education and training covers the following: adult education and training; adult vocational qualifications and language proficiency tests; adult education and training opportunities; and financing adult training. A final section looks at special education and training for specific target groups. Chapter IV outlines the administrative and financial framework. Chapter V on qualitative aspects provides information on certification, training of trainers, and guidance. Chapter VI discusses trends and perspectives in these areas: lifelong learning, Information Superhighway, comparability of qualifications, and European dimensions. Appendixes contain the following: a list of abbreviations and acronyms, major organizations involved in vocational training; 11-item bibliography; glossary; and list of available qualifications. (YLB)

ED 414 491 CE 075 436

Altonji, Joseph G.; Pierret, Charles R.
Employer Learning and the Signaling Value of Education. National Longitudinal Surveys Discussion Paper.
PUB DATE- 97
NOTE- 48p.; For a related document, see CE 075 437.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

records; developing criteria for CPE activities; allowing for more small group and individualized learning; teaching adult learning theories and practices to CPE providers; and developing processes whereby counselors may assess their needs and develop learning plans. (YLB)

ED 414 509 CE 075 498

Anthony Burns. Author: Virginia Hamilton. Trade Book Teaching Ideas from the OLRC Reading Group. Teacher to Teacher Series.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Literacy; Adult Students; Black History; Childrens Literature; High School Equivalency Programs; Learning Activities; Lesson Plans; Literacy Education; *Reading Instruction; Reading Materials; *Slavery
IDENTIFIERS- *Anthony Burns; General Educational Development Tests; *Guided Reading Procedure

This guide provides ideas for using the book, "Anthony Burns," by Virginia Hamilton, in adult General Educational Development classes. The book tells the story of a slave who escaped to freedom, but because of the Fugitive Slave Act was returned to slavery until a benefactor bought his freedom. The paper first discusses general ideas for structuring the classes; it then suggests activities for each of the 20 chapters of the book and culminating activities. Activity sheets and an adaptation of Manzo's Guided Reading Procedure are included, along with a synopsis of the teacher-author's pilot testing of the book. (KC)

ED 414 510 CE 075 499

Sapin, Connie; Bloem, Pat; Padak, Nancy
Recommended Trade Books for Adult Literacy Programs: Part Three.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 97
NOTE- 93p.; For part one, see ED 381 672. For part two, see CE 071 922.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; Annotated Bibliographies; *Childrens Literature; High School Equivalency Programs; *Reading Instruction; *Reading Materials; *Teaching Methods
IDENTIFIERS- General Educational Development Tests

This supplement to an annotated bibliography describes nearly 100 books that are appropriate for use with adult learners. Some of the titles in this supplement are books best used for independent reading, but most have strong instructional ties. The supplement contains many books that can be useful in General Educational Development (GED) instruction, even for learners whose achievement may be at pre-GED levels. Each one-page summary lists bibliographical information, including ordering information, a brief summary, and themes related to the book and a GED descriptor, if appropriate. A "teaching ideas" section on each page offers general instructional suggestions, writing or discussion topics, and, in some instances, related titles. This supplement also includes a "Thematic Collections Index" for all three parts of the "Recommended Trade Books" series. Books chosen for this

Hiebert, Bryan; Bezanson, M. Lynne
On the Horizon: Important Future Directions for Career Development: ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Counseling; *Career Development; Career Education; Career Guidance; Careers; *Counseling Services; Counseling Techniques; Counseling Theories; Counselor Performance; Evaluation Criteria; Evaluation Methods; Foreign Countries; *Long Range Planning; Measurement Objectives; *Objectives; Program Evaluation
IDENTIFIERS- Canada; ERIC Digests

Career development in Canada has been gaining prominence over the past decade. This digest outlines the principles on which career development must remain focused. First, the meaning of "career success" needs to be reconceptualized. With companies downsizing, people need to be able to view themselves as successful, despite changing circumstances. Second, people need to expand their skills to succeed in the work place, such as increasing self-motivation and recognizing opportunity in changing circumstances. Third, counselors must recognize that many people feel trapped and they need programs to help them make transitions to more meaningful situations. Fourth, the needs of older workers in retirement must be recognized, particularly with the increasing number of people nearing retirement age. Fifth, the scope and practice of career development needs to expand, while concepts of career education, career guidance, and career counseling must be updated. Sixth, alternative delivery systems should be developed so as to make career guidance accessible throughout an individual's lifespan. Seventh, the scope of practice of those working in career development will need to expand as counselors move away from traditional individual client interactions. Eighth, standards of training and service deliver must be in place to assure clients that service providers have appropriate training. And finally, evaluation approaches must be modified and more readily accepted to increase accountability. (RJM)

ED 414 528 CG 028 122

Chandler, Louis A.
Stress and the School Experience.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Conference of the Pittsburgh Area Independent School Teachers Association (Pittsburgh, PA, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Child Rearing; Children; *Educational Environment; Elementary Secondary Education; *Family Influence; *High Risk Students; Parent Child Relationship; *School Organization; *Stress Variables; Student Adjustment
IDENTIFIERS- *Stress (Biological)

Cancer.
PUB DATE- 91
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (To Environment); Adults; At Risk Persons; *Cancer; Coping; Developmental Stages; *Individual Development; Intimacy; Outcomes of Treatment; Psychological Patterns; *Sex Differences
IDENTIFIERS- *Cancer Survivors; Childhood Illnesses; *Emotional Distress

Whereas aggressive multimodal therapies are responsible for improved survival rates of children and adolescents diagnosed with cancer, concern has grown regarding the potential for adverse and delayed developmental effects resulting from these treatments. In light of this concern, this study assessed 207 adult survivors of childhood cancer in terms of their resolution of developmental stage conflicts and capacity for intimacy. The research marked the first large scale study of the developmental impact of the diagnosis and treatment of childhood cancer on long-term survivors. Results suggest that adult survivors followed an essentially normal developmental profile. Older male long-term survivors, however, were experiencing developmental disruptions when compared to the other age and gender groups. These disruptions included a focus on short-term gratification, little investment in long-term goals, low satisfaction with life, and the belief that life has been characterized by lost opportunities. The older male survivor profile also suggests a perception of the world as unsafe and threatening, and they reported feeling distrustful and isolated. Although findings agree with prior reports of essentially normal functioning and adjustment in adult long-term survivors, older male survivors appear to be reporting developmental distress in numerous areas. (RJM)

ED 414 548 CG 028 211

Egeland, Byron
Risk and Resilience in Infants and Young Children.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; *Attachment Behavior; Child Development; Infant Care; *Infants; Longitudinal Studies; *Parent Child Relationship; Poverty; Preschool Education; *Resilience (Personality); *Risk; *Toddlers
IDENTIFIERS- *Protective Factors

Many children who are born into poverty face increased challenges. But different factors can ameliorate such risks and some findings on resilience and protective factors are reported in this paper. The data are based on the Parent-Child Project, a 22-year study of high-risk children. The focus is on protective factors identified in the first three years of life. Emphasis is placed on the role of mother-infant attachment and on the prevention and intervention programs that were designed

The targeted population consisted of second grade elementary students in a growing middle class community located in a suburb of a large metropolitan area in the Midwest. The problems of relating math to real-life experiences were documented with test scores, teacher observations, peer consultations, parent and student surveys, and pre and post inventory tests. Analysis of probable cause data revealed that mathematics education looks more like a relic of the past that is simply inadequate to the challenges of the future. Further data reveals that teachers and parents may pass math anxiety on to their children. A review of solution strategies suggested by authorities combined with an analysis of the problem setting resulted in the development of an integrated math and literature program using natural curiosity about math through children's literature. Post intervention data indicated a reduction of math anxiety by integrating literature into the math program and an increase in the students' ability to problems solve in real-life situations. A well-rounded program should include math games, computer programs, math centers, math manipulatives, and math centered real-life units. (Contains 40 references, and 2 figures and 2 tables of data; appendixes contain survey instruments, parent involvement newsletters, math activities to be done in a family environment, a 29-item list of literature based math lessons, and a 29-item list of trade books.) (Author/RS)

ED 414 568 CS 216 036

Roe, Betty D.; Alfred, Suellen; Smith, Sandy
Teaching through Stories: Yours, Mine, and Theirs.
PUB DATE- 98
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; Classroom Techniques; Cultural Differences; Drama; Elementary Secondary Education; *Language Skills; *Literature Appreciation; Mathematics Instruction; Music Education; Science Instruction; Self Concept; Social Studies; *Story Telling
IDENTIFIERS- Language across the Curriculum; Story Telling by Children

This book describes classroom uses for teachers' and children's own stories, as well as stories from a multitude of outside sources. It offers a theoretical basis for the use of storytelling, gives practical tips on storytelling techniques, and provides practical storytelling activities for use across the curriculum in kindergarten through high school. Chapters are: (1) "The Importance of Story"; (2) "Tips about the Storytelling Process"; (3) "Using Storytelling To Teach Language Skills--Part 1"; (4) "Using Storytelling To Teach Language Skills--Part 2"; (5) "Using Storytelling To Enhance Learning in and through Literature--Part 1"; (6) "Using Storytelling To Enhance Learning in and through Literature--Part 2"; (7) "Using Storytelling To Teach Drama"; (8) "Using Storytelling To Teach Art and Music"; (9) "Using Storytelling To Enhance Learning in Social Studies"; (10) "Using Storytelling To Enhance Learning in Math and Science"; (11) "Using Storytelling To Promote Understanding of Cultural Diversity"; and (12) "Using Storytelling To Help Understand Self and Others." Appendixes contain a 31-item annotated list of suggested storytelling references and a 114-item annotated and poetry, this paper focuses on the element of surprise as a means of fostering personal connectedness with subject matter. It offers suggestions for introducing surprise into the logistics of writing assignments as well as consideration of the mechanics of expanding awareness upon which such possibilities are based. Research on educational technologies for reliable, holistic development of consciousness is also cited. (Contains three notes and 26 references.) (Author/NKA)

ED 414 587   CS 216 107

O'Brien-Palmer, Michelle
Great Graphic Organizers To Use with Any Book! 50 Fun Reproducibles & Activities To Explore Literature & Develop Kids' Writing. Grades 2-6.
PUB DATE- 97
NOTE- 162p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Elementary Education; *Learning Strategies; *Literary Devices; *Literature Appreciation; Student Development; *Writing Improvement; *Writing Processes; Writing Skills; Writing Strategies
IDENTIFIERS- *Graphic Organizers

This book is designed to help students in elementary school identify core literary concepts such as character development, setting development, and plot development in the books they read, then integrate what they have learned into their own writing. The underlying assumption is that the reader is somewhat familiar with the 5-step writing process: pre-writing, drafting, revision, editing, and final copy, and, although the text speaks to students directly, it will require adult supervision and guidance in most cases. Chapters are: (1) Introduction; (2) Story Style; (3) Story Setting; (4) Story Characters; (5) Story Plot; (6) Projects Recommended by Kids; (7) Reference Books; and (8) Reproducible Graphic Organizers. (CR)

ED 414 588   CS 216 108

Elmore, Rebekah; Gravois, Michael
10 Ready-to-Go Book Report Projects: High Interest Projects That Help Every Student Create Meaningful Responses to Favorite Books. Grades 4-8.
PUB DATE- 97
NOTE- 98p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Creative Writing; *Critical Reading; Critical Thinking; Intermediate Grades; Junior High Schools; Learning Strategies; Middle Schools; Student Development; Student Motivation; *Student Projects; Student Research
IDENTIFIERS- *Book Reports; *Trade Books

Intended for teachers of grades 4-8, this book is designed to challenge students to think critically about the books they are reading. Projects in the book incorporate creative writing skills and artistic and oral development. The book is designed so that teachers can choose the projects that best connect with their students' interests and abilities. Chapters contain notes adolescent readers to be able to choose books in school reading programs. The essays and their authors are: (1) "Reading Stephen King: An Ethnography of an Event" (Brenda Miller Power); (2) "I Want to Be Typhoid Stevie" (Stephen King); (3) "King and Controversy in Classrooms: A Conversation between Teachers and Students" (Kelly Chandler and others); (4) "Of Cornflakes, Hot Dogs, Cabbages, and King" (Jeffrey D. Wilhelm); (5) "The 'Wanna Read' Workshop: Reading for Love" (Kimberly Hill Campbell); (6) "When 'IT' Comes to the Classroom" (Ruth Shagoury Hubbard); (7) "If Students Own Their Learning, What Do Teachers Do?" (Curt Dudley-Marling); (8) "Disrupting Stephen King: Engaging in Alternative Reading Practices" (James Albright and Roberta F. Hammett); (9) "Because Stories Matter: Authorial Reading and the Threat of Censorship" (Michael W. Smith); (10) "Canon Construction Ahead" (Kelly Chandler); (11) "King in the Classroom" (Michael R. Collings); (12) "King's Works and the At-Risk Student: The Broad-Based Appeal of a Canon Basher" (John Skretta); (13) "Reading the Cool Stuff: Students Respond to 'Pet Sematary'" (Mark A Fabrizi); (14) "When Reading Horror Subliterature Isn't So Horrible" (Janice V. Kristo and Rosemary A. Bamford); (15) "One Book Can Hurt You...But a Thousand Never Will" (Janet S. Allen); (16) "In the Case of King: What May Follow" (Anne E. Pooler and Constance M. Perry); and (17) "Be Prepared: Developing a Censorship Policy for the Electronic Age" (Abigail C. Garthwait). Appended are a joint manifesto by National Council of Teachers of English (NCTE) and International Reading Association (IRA) concerning intellectual freedom; an excerpt from a teacher's guide to selected horror short stories of Stephen King; and the conference program. Contains a 152-item reference list of literary works.(NKA)

ED 414 607   CS 216 138

Brannon, Lil, Ed.; Greene, Brenda M., Ed.
Rethinking American Literature.
PUB DATE- 97
NOTE- 284p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Authors; *Cultural Differences; Culture Conflict; Curriculum Development; Higher Education; Introductory Courses; *Literary Criticism; Literary History; *Theory Practice Relationship; *United States Literature
IDENTIFIERS- Educational Issues; *Ethnic Literature; Literary Canon; *Multicultural Literature; Regional Literature

This volume, the fourth in a series, brings together the conversations of the profession that were explored during the 1993 and 1994 Summer Institute for Teachers of Literature. This anthology of essays considers what "American literature" is and how definitions of this category affect teaching practices. The essays argue for the recovery of often overlooked writers and works such as slave narratives, works by Native Americans, 19th-century women regionalists, and African-American, Asian-American, Caribbean, and Latino literature. Issues of pedagogy are also explored, i.e., current debates over canon formation, ethnicity, and representation. Essays and their authors are: (1) "Not Born on the Fourth of July: Cultural Differences and American Studies" (Gregory S. Jay); (2) "'Not in the Least American': Nineteenth-Century Literary Regionalism as UnAmerican Literature" (Judith Fetterley); (3) "Transcendentalism Then and Now: Towards a Dialogic Theory and which a school or district can articulate its standards and benchmarks are described in chapter 3. Chapter 4 discusses how to decide the levels at which benchmarks will be articulated. Who is responsible for assessing students and how will they be assessed are questions addressed in the fifth chapter. Examples of classroom assessments are included. Chapter 6 considers how a school or district might report student performance using assessment data from the national, state, and classroom levels. Methods for holding schools accountable and types of standards that individual schools or students should meet are described in chapter 7. Ways in which a teacher can organize curriculum, instruction, and assessment around standards are discussed in chapter 8. Chapter 9 explains 4 approaches to designing standards-based or standards-referenced systems, and chapter 10 describes 4 practices for facilitating the design and implementation of standards-based or standards-referenced reforms. A total of 59 exhibits, 14, figures, and 27 tables are included. Appendices contain sample documents to consult for comprehensive review of subject areas, a chart showing standards-setting practices by state, the Mid-continent Regional Educational Laboratory (McREL) standards, a list of documents used to construct the McREL database, and a district standards-setting vignette. (LMI)

ED 414 626 EA 028 799

Snyder, Dave
4-Block Scheduling: A Case Study of Data Analysis of One High School After Two Years.
PUB DATE- 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Midwest Educational Research Association (Chicago, IL, October 15-18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attendance; *Block Scheduling; Discipline; Educational Quality; High Schools; Outcomes of Education; *Performance; *School Schedules; Scores; Student Attitudes; Teacher Attitudes; *Time Blocks

This paper describes the 2-year outcomes of one high school's implementation of an intensive 4-block schedule. The study at Angola High School (Indiana) compared schoolwide grade-point averages (GPAs), standardized test scores, attendance data, and disciplinary records to school-baseline data from the 2 years prior to implementation of the block schedule. A questionnaire was administered to teachers and students before implementation of the new schedule, 3 months into the schedule, at the end of the first year, and at the end of the second year. Findings indicate significant improvement in schoolwide GPAs for all except two departments and improvement in semester exam grades. There was an almost 8 percent increase in the percentage of students on the honor roll; an increase in American College Testing Assessment scores, the Indiana State Proficiency Exams, and Scholastic Aptitude Tests; and improved attendance. Advanced Placement scores dropped slightly. Students, faculty, and parents expressed a high level of satisfaction with the new schedule. The data also suggest that extensive planning for the schedule and aggressive staff training were instrumental in achieving the improvements. (Contains 10 references and 20 figures.) (LMI)

ED 414 627 EA 028 800

and Diane Stark Rentner); (2) "Demographics in the Heartland" (Harold Hodgkinson); (3) "What's Pressing? Everything!" (Joan L. Buttram); (4) "Targeting Professional Development At Student Success" (Ceri B. Dean and Fran E. Mayeski); (5) "Reshaping Schools for the Information Age" (James D. Parry); and (6) "Issues and Trends in School Finance" (Michael L. Arnold). Chapters contain references accompany the chapters. (LMI)

ED 414 646 EA 028 822

What Should I Know about ED Grants?
PUB DATE- 96
NOTE- 76p.; Second Printing.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audits (Verification); Awards; *Compliance (Legal); Elementary Secondary Education; Eligibility; *Federal Aid; *Federal Regulation; *Grants; Grantsmanship; *Program Administration
IDENTIFIERS- *Discretionary Grants

The Department of Education's ability to create a high-performance education system is directly linked to the public's understanding of how to apply for and make proper use of federal grant funds. This booklet is intended for individuals who are interested in applying to the U.S. Department of Education (ED) for discretionary grants and cooperative agreements, those who have received an award, or persons who are interested in knowing more about the discretionary grant-making process. A discretionary grant is an award of financial assistance in the form of money, or property in lieu of money, usually made on the basis of a competitive review process. A cooperative agreement is a variation on the discretionary grant. Following the introductory chapter, chapter 2 describes how discretionary grant programs are administered. The third chapter explains the forms in the application package that must be completed. Chapter 4 describes what happens to the application after ED receives it, and chapter 5 explains how a funding recommendation becomes a grant award, the negotiation procedure, and how the award is transformed into dollars. The recipient's responsibilities for compliance with federal regulations are outlined in the sixth chapter. Chapters 7 through 9 provide guidelines for communicating with the department, completing the required final reports, and complying with auditing requirements. A glossary, a list of other information sources, and a sample grant-award notification are included. (LMI)

ED 414 647 EA 028 823

Livingston, JoAnne
Breaking the Tyranny of Time: Voices from the Goals 2000 Teacher Forum.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Extended School Day; Flexible Scheduling; *Instructional Effectiveness;

Interpreters; Postsecondary Education; Program Evaluation; Self Evaluation (Groups); *Sign Language; *Standards; Training Methods

This final report discusses the outcomes of a project designed to promote higher standards for Sign Language interpreter preparations programs and to provide an opportunity for such programs to engage in self-examination. The project field-tested a set of program standards and a program self-study process with five Sign Language interpreter programs, and trained nine raters to score program applications. The project found that programs are eager for this type of programmatic feedback and wanted to know whether they "passed" the evaluation. Many qualified people expressed interest in participating in the rating and scoring process. The raters who completed training and participated in the field-test were found to have addressed the task with integrity, commitment, and insight. However, the scoring process was found to be structured so that it was difficult to interpret the data collected in any meaningful way. The report includes a program assessment, a description of the process of field-testing the interpreter education endorsement, and the program standards and evaluation forms. Contains 13 references. (CR)

ED 414 666 EC 306 011

Pollack, B. J.
Educating Children Who Are Deaf or Hard of Hearing: Additional Learning Problems. ERIC Digest #E548.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Behavior Problems; *Deafness; *Developmental Delays; *Disability Identification; *Educational Strategies; Elementary Secondary Education; Emotional Disturbances; Evaluation Methods; *Hearing Impairments; Interdisciplinary Approach; *Learning Disabilities; Remedial Instruction; Student Evaluation
IDENTIFIERS- ERIC Digests

This digest discusses the occurrence of other disabilities which, in combination with diminished hearing, can create additional learning problems for children with hearing impairments. Topics on educational strategies for these children address: (1) the prevalence of other disabilities in children with hearing loss, including learning disabilities, intellectual disabilities, and emotional/behavioral disabilities; (2) the characteristics of children with hearing impairments who also have other disabilities, such as displaying inappropriate behaviors that interfere with learning, delays in development across all areas of learning with limited problem-solving abilities and lowered adaptive or functional skills, and displaying specific learning deficits; (3) the identification of additional learning problems; (4) the role of an interdisciplinary team in determining additional disabilities; (5) questions to ask in deciding whether or not to refer a child with hearing impairments for an evaluation; and (6) common strategies used to help these students. For students with additional learning problems that include severe lack of vocabulary and simple syntax knowledge, work using pictures and picture symbols to support speech and/or signs is recommended. For those students

*Disabilities; Early Childhood Education; *Educational Technology; Input Output Devices; Technological Advancement

Four issues of this newsletter published by Project ACTT (Activating Children Through Technology), an Early Education Program for Children with Disabilities Outreach Project on educational technology, include the following major articles: "Annual Survey of ACTT Sites Indicates Common Technology Practices" (Patricia Hutinger and others); "Disabilities Database Features Products for Macintosh"; "Does Interactive Software Impact Emergent Literacy?" (Patricia Hutinger and others); "Exploring Music and Math Concepts" (Judy Potter); "Screen Saver and So Much More" (Amy Betz); "Through Parents' Eyes: Technology Issues for Young Children" (Linda Robinson); "An Adventure in Expressive Arts: I Can Draw Too!"; "Tech Tips from the Field: Putting Technology To Work in Your Classroom" (Linda Robinson); "Planning for and Buying a Computer System for Young Children" (Carol Schneider); "Single Switch Software for IBMs"; "Affordable Printers for Classroom and Home Use" (Julie Irish); "Assistive Technology- Is Its Function Medical or Educational?"; "Packing and Moving Computer Equipment" (Carol Schneider); and "Voice Print Chip Makes Inexpensive Communication Devices Possible." Also included in each issue are numerous product reviews and announcements, editorials, suggestions for classroom activities, and a conference calendar. (DB)

ED 414 686 EC 306 031

ACTTive Technology, 1996.
PUB DATE- 96
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accessibility (for Disabled); Art Activities; *Assistive Devices (for Disabled); Beginning Reading; Communications Satellites; *Computer Assisted Instruction; Computer Software; *Computer Uses in Education; Disabilities; Early Childhood Education; *Educational Technology; Input Output Devices; *Literacy; Research and Development; Technological Advancement; *Theory Practice Relationship

Four issues of this newsletter published by Project ACTT (Activating Children Through Technology), an Early Education Program for Children with Disabilities Outreach Project on educational technology, include the following major articles: "Computer Applications and Young Children with Disabilities: Positive Outcomes" (Patricia Hutinger); "Project ELIPSS (Emergent Literacy Instructional Program and Support Services) To Broadcast Six Interactive Satellite Programs Focusing on Literacy"; "Where There's a Will, There's a Way: Successful Technology Integration: One School's Story" (Letha Clark); "Building Access Bridges with Help from Technology" (Jennifer Bosworth); "Project ECCTS Early Childhood Comprehensive Technology System : Putting It All Together" (Robert Rippey); "What Can You Do with Spiders and Ducks?" (Judy Potter and Amy Betz); "Project ACTT Reports Outreach Survey Results"; "Portfolios in the Early Childhood Classroom"; "Imagine It! Do It! Create Software Unique to YOUR Classroom!" (Carol Bell); "Technology that Works: A Research to Practice Approach" (Robert Rippey); "Using Nursery Rhymes and Song Lyrics with Emergent Readers" (Kathy Barclay); and "Curriculum Guide Enhances Software's Focus on Art Activities, Museum Exploration." Also included in each issue are numerous product reviews and announcements, editorials, suggestions for

"Multiple Intelligences and Gifted Education" (Colleen Willard-Holt and Dan G. Holt), relates the concept of multiple intelligences to identification of giftedness and suggests ways to use this concept in the curriculum. "Vancouver's Commitment to Gifted Education for Elementary Students," by Ross Butchart, describes referral, identification, and program components of the gifted education program in Vancouver, British Columbia. "Parents' Guide To Meeting the Social and Emotional Needs of Gifted Children" by James Carroll (appears in volume 3 and continues in volume 4), identifies common characteristics of gifted children and offers child-rearing suggestions to parents. "Jules Verne's Imaginative Power and Sensibility: A Living Legacy" (Michael E. Walters) offers a brief introduction to this author. Finally, "Nine Myths about Giftedness" (an excerpt from "Gifted Children: Myths and Realities" by Ellen Winner) addresses such common myths as global giftedness, the driving parent, and biology versus environment. Also included in each issue are announcements, book reviews, and poetry. (DB)

ED 414 703 EC 306 049

Special Education Services: A Manual of Policies, Procedures and Guidelines.
PUB DATE- 95
NOTE- 222p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; *Delivery Systems; *Disabilities; Disability Identification; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Individualized Education Programs; Integrated Services; Pupil Personnel Services; School Districts; Shared Resources and Services; *Special Education; Special Needs Students; State Programs; Teamwork
IDENTIFIERS- *British Columbia

This document is intended to guide special education policy in British Columbia (Canada) and stresses the basic elements of Individual Education Plans, school-based teams, district-wide planning, and resource sharing. After an introduction on how to use the guide (including a glossary of terms), the manual is divided into eight sections that address: (1) the overall policy framework for delivery of special education programs and services; (2) roles and responsibilities of the provincial ministry, school boards, district and school-based personnel, parents, and students; (3) identifying students with special needs and developing an Individual Education Program; (4) the generic supportive services that should be available in school districts (such as counseling, physiotherapy, occupational therapy, and home/hospital instruction); (5) special considerations for individual planning, essential elements in program planning, and criteria for receiving supplemental funding; (6) provincial resource programs (such as youth custody centers for delinquent youth, residential treatment programs, and special education technology centers); (7) sources of information (such as access to school facilities, full day kindergarten, learning resources, and transportation); and (8) appendices, which include information on funding standards, classification of tests, procedures for accessing special provincial services, relevant governing legislation, resource materials, and facilities planning. (DB)

DESCRIPTORS- *Boards of Education; Building Conversion; Educational Environment; Educational Equity (Finance); Educational Facilities Improvement; *Educational Finance; Educational Legislation; Elementary Secondary Education; Financial Support; Foreign Countries; School Buildings; *School Construction; *School Funds; School Law; School Policy
IDENTIFIERS- Alberta

This manual is intended for use by the Alberta, Canada, school boards, administrators, consultants, education staff, and other individuals involved in school building projects. The purpose of the School Capital Plan, funding, and Alberta Education's funding framework are detailed. The school building project components of the School Capital Plan are described. The components include: restoration and upgrading of existing school facilities, modernization of obsolete school facilities, construction of new space, equipment for career and technology studies, temporary lease space, purchase of buildings, and emergent capital items. The process of requests for school building projects include school boards submitting requests for the projects, the Alberta Education reviewing the boards'requests, the School Buildings Board making decisions on the requests, and the Minister of Education announcing the decisions. The steps in the construction of the school building projects are: (1) the School Buildings Board informs the school boards of the funding amount, (2) the school boards plan projects and report progress, (3) school boards submit project tender(s) or subtrade tender(s) to Alberta Education, (4) school boards construct projects, (5) school boards receive finding payments, and (6) school boards may host official openings of projects. Five appendixes, which compose one-third of the manual, include: a glossary of terms; legislation, regulation, and policy statements; forms (e.g., new construction project application, expenditure plans, and project cost summary forms); utilization and capacity definitions and capacity calculations; and operational information with bibliographic references. (RE)

ED 414 722 FL 023 848

Preisler, Bent, Ed.
Tre Indlaeg om "Interlanguage Pragmatics" (Three Critiques of "Interlanguage Pragmatics"). ROLIG Papir No. 55.
PUB DATE- 96
NOTE- 46p.
LANGUAGE- Danish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Differences; *English (Second Language); Foreign Countries; *Intercultural Communication; *Interlanguage; Language Usage; *Pragmatics; Psycholinguistics; Second Language Instruction; Second Language Learning; *Standard Spoken Usage

The three papers presented here are critiques to a Doctoral Dissertation defense titled "Interlanguage Pragmatics: Requests, Complaints, and Apologies." The responses are written by the "disputants" or members of the candidate's dissertation review committee. The first paper, "Den empiriske undersogelse i 'Interlanguage Pragmatics'" (The Empirical Examination in "Interlanguage Pragmatics"), by Bent Preisler, evaluates the dissertation's empirical examination of the topic. The second paper, "Sprogindlaering i teori og praksis i 'Interlanguage Pragmatics'" (Language Acquisition in Theory and Practice in "Interlanguage Pragmatics"), by Jacob Mey, focuses on the

Styles; Language Usage; *Sex Differences

A study investigated gender differences in language use in electronic mail discussion groups. A review of research on discourse analysis identifies areas in which gender differences are found in interpersonal interaction and language use in general, and how these reflect differences in socialization. Research on electronic discussion groups suggests this is a fruitful area for testing assumptions about gender differences because there is no direct discourse interference and gender of interlocutors is irrelevant to the topic or interaction. Data were drawn from 82 electronic-mail (e-mail) messages randomly collected from varied e-mail groups, and analyzed for language indicators representing "female" and "male" styles and for functional gender-related markers of on-line style. Gender of the e-mail senders was known, and reflects accurately the proportion of male and female participants in electronic discussion groups. Findings concerning language patterns are summarized. It is concluded that there are gender differences in e-mail message style, with males tending toward a more aggressive, competitive style and women tending toward a more supportive approach. Message excerpts and data summaries are appended. (MSE)

ED 414 745 FL 024 940

O'Baoill, Donall P., Ed.
TEANGA 16: The Irish Yearbook of Applied Linguistics = Bliainiris na Teangeolaiochta Feidhmi in Eirinn.
PUB DATE- 96
NOTE- 189p.; For individual articles, see FL 024 941-951.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Applied Linguistics; Citations (References); Diachronic Linguistics; Discourse Analysis; Electronic Text; English (Second Language); Foreign Countries; French; Indexes; Instructional Materials; Interpretive Skills; Irish; *Language Acquisition; *Language Processing; *Language Research; Languages for Special Purposes; *Linguistic Theory; Personal Autonomy; Persuasive Discourse; Poetry; Second Language Learning; Sign Language; Technical Writing; Translation; Uncommonly Taught Languages; Videotape Recordings; *Vocabulary; Vocabulary Development

Essays in applied linguistics presented in this annual review include: "Learner Autonomy: Some Steps in the Evolution of Theory and Practice" (David Little); "An Investigation of the Mental Lexicon of Second Language Learners" (Elizabeth O'Gorman); "Strategies for Identifying Terms in Specialised Texts" (Jennifer Pearson); "Inferencing and the Student of Translation" (John Kirby); "Citation as Persuasion in Research Articles" (Sarah Thomas, Thomas Hawes); "French Vocabulary--Looking for 'le mot juste'" (David L. Parris); "Electronic Texts and Concordances in the Translation Classroom" (Pearson); "The Noises Made by Poems: An Exploration of the Use of Poetry in the Advanced English Language Classroom" (Sarah Ekdawi); "Video in the Irish Language Classroom" (Nancy Stenson); "How Snowmen Move: Some Aspects of Lexical Choice in Irish Sign Language" (Patrick McDonnell); and "Extending the Lexicon of Irish Sign Language" (Patrick A. Matthews). (MSE)

ED 414 746 FL 024 941

Little, David
Learner Autonomy: Some Steps in the Evolution of Theory and

*Distance Education; *Educational Technology; *Language Laboratories; *Multimedia Instruction; Second Language Instruction; Second Language Learning
IDENTIFIERS- ERIC Digests

This digest highlights non-Internet technology for teaching and learning foreign languages. Specific sections discuss (1) software for language teaching and learning; (2) authoring aids; (3) language lab systems; (3) networked multimedia; and (4) distance learning via satellite. (Contains 7 references and a list of 17 resources for further information.) (JL)

ED 414 768 FL 024 987

Peyton, Joy Kreeft
Professional Development of Foreign Language Teachers. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Technology; Elementary Secondary Education; Language Maintenance; *Language Proficiency; *Language Teachers; *Professional Development; *Second Language Instruction; Skill Development; Student Characteristics; *Teacher Education; Teacher Qualifications; Teaching Skills; Thematic Approach
IDENTIFIERS- ERIC Digests

This digest discusses the professional development of foreign language teachers at a time when the foreign language teaching profession is facing a number of new challenges, such as a rapidly changing student clientele, the development of national standards for foreign language education, and advances in technology. The first section of the digest lists some of the challenges that today's foreign language teachers are encountering. The second section focuses on the skills and knowledge that good foreign language teachers need, while the third section discusses ways for teachers to maintain and continue developing these skills and knowledge. The next section provides information on opportunities for professional development, such as programs offered by the federal government and by National Foreign Language Resource centers. The final section includes a number of recommendations for teacher education. Contains substantial resource list. (JL)

ED 414 769 FL 024 988

Buchanan, Keith; Helman, Mary
Reforming Mathematics Instruction for ESL Literacy Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.; For the report on which this digest is based, see ED 363 136.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

Walsh, S. M.
Business and English, English and Business: 15 SUNY Chairs Provide Feedback on the Use of Adjunct Faculty Members within Their Disciplines.
PUB DATE- 97
NOTE- 12p.; Paper presented at the L. Ramon Veal Seminar of the National Council of Teachers of English Conference (Charlotte, NC, April 10, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjunct Faculty; Business Administration Education; College Faculty; College Instruction; Courses; *Department Heads; Economic Factors; *Educational Attitudes; *Educational Quality; English Departments; Faculty Evaluation; Higher Education; *State Universities; Teacher Orientation; Teacher Supervision
IDENTIFIERS- State University of New York

This paper provides the results of a survey, conducted in 1991-92, on the use of adjunct faculty in the English and business departments at all 64 campuses of the State University of New York (SUNY) system. A total of seven English department chairs and eight business department chairs responded to the survey. It was found that, on average, the English departments employed 12 adjunct faculty and 28 full-time faculty, while the business departments employed 7.4 adjunct faculty and 21.4 full-time faculty. The chairs also commented on their efforts to provide orientation programs for adjunct faculty and the supervision of adjunct faculty. No specific responses were provided in regard to classroom visitation procedures for adjunct faculty, although some chairs in both types of departments commented on the actual classroom visitations that do take place. The responses also address the types of courses taught by adjuncts, the evaluation of adjunct faculty, the integration of adjunct personnel into departmental affairs, the effect of the use of adjunct faculty on the quality of instruction, and the economic impact of the use of adjunct faculty. (MDM)

ED 414 791 HE 030 592

Sax, Linda J.
The Impact of College on Post-College Commitment to Science Careers: Gender Differences in a Nine-Year Follow-Up of College Freshmen.
PUB DATE- 96
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Memphis, TN, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Mathematics; College Science; *College Students; Educational Attitudes; Engineering Education; *Graduate Study; Higher Education; Longitudinal Studies; *Majors (Students); National Surveys; *Predictor Variables; *Science Careers; *Sex Differences; Socioeconomic Influences; Student Attitudes

This study examined factors predicting the enrollment of men and women in science, math, and engineering (SME) graduate programs among those who had earned SME Bachelor's degrees. The data, which covered a 9-year period: 1985, 1989 (4-year follow-up), and 1994 (9-year follow-up), was drawn from the Cooperative

(Oregon) (PSU) to undertake administrative restructuring, reinvent the curriculum with an interdisciplinary focus, and initiate experiential learning programs that benefit both students and the community. By reducing support staff and middle management, PSU freed up funds to create a cohesive, three-tiered University Studies program that features year-long Freshman and Sophomore Inquiry courses built around interdisciplinary themes; upper-division Cluster Courses in the junior and senior years; and a Senior Capstone Experience, an integrated service-learning experience that involves every student in an academically based community project. To implement the curriculum, faculty collaborate across departments and in groups to propose interdisciplinary courses and Capstone projects. Comments from a student and an administrator on the effectiveness of PSU's new curriculum are included. (MDM)

ED 414 811 HE 030 704

Iannozzi, Maria
Policy Perspectives. Exemplars. Rensselaer Polytechnic Institute.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 97
NOTE- 9p.; For related documents, see HE 030 702-703. Published in conjunction with "Policy Perspectives."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Change; *College Curriculum; College Faculty; College Instruction; College Students; *Computer Assisted Instruction; Curriculum Design; *Curriculum Development; Educational Attitudes; Educational Change; Engineering Education; Excellence in Education; Higher Education; Mathematics Education; Program Descriptions; *Research Universities; Science Education; *Student Centered Curriculum; Technology Transfer
IDENTIFIERS- *Rensselaer Polytechnic Institute NY

This report describes efforts by Rensselaer Polytechnic Institute (New York) to reinvent teaching and learning through the development of a comprehensive curriculum to make learning more student-centered, and to utilize innovative technology in the classroom by replacing the lecture-lab-recitation format with smaller, interactive studio courses. A two-staged restructuring process was initiated to: (1) realize academic excellence through interactive learning, and (2) to preserve financial equilibrium without passing costs on to students. Building on efforts that had already led to the introduction of computer-enhanced calculus into the curriculum, Rensselaer introduced active learning in mathematics, science, and engineering in the form of studio courses with limited enrollments and project-based approaches to instruction. Lecture halls were transformed into "theaters-in-the-round," where students sit at multimedia-based computer workstations and interact with their professors, who teach and lead discussions from the center of the circle. Professors are able to monitor students' work on their own networked workstation, and students feel the need to come to class prepared to demonstrate what they have learned. Comments from students, faculty, and administrators on the new approach to teaching and learning at Rensselaer are included. (MDM)

ED 414 812 HE 030 791

arts faculty to complete design projects for clients from industry and government. The course was designed to help student creatively solve open-ended "real" problems; learn to use a multidisciplinary approach that simulates actual industrial experience; work with others in small design teams; appreciate and consider nontechnical constraints; develop client relations; learn to conduct independent research; and enhance oral and written communication skills. Two pilot projects were successfully completed, with students, faculty, and clients all rating the program favorably. Included are project descriptions, evaluations, and follow-up plans, as well as a list of presentations and publications disseminating project information. Appended are an industrial design questionnaire and summary of survey results; course syllabi; client letters for projects and executive summaries; student recruiting flyer; student perception questionnaire and summary of survey results; course, peer, and self-evaluation questionnaires and summary of survey results; client evaluation form and summary of results; and articles publicizing the program. (Contains 27 references.) (JLS)

ED 414 828 HE 030 811

Gaddis, Marcus D.; Elliott, Terry
An Alternative Pedagogical Approach to Teaching At-Risk and Underachieving Upper-Level Accounting Students.
PUB DATE- 97
NOTE- 12p.; Paper presented at the University of Kentucky Teaching/Learning Conference (Ashland, KY, October 11, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Accounting; *Advanced Courses; Business Administration Education; College Instruction; *College Students; *High Risk Students; Higher Education; *Independent Study; Learning Motivation; Metacognition; Problem Solving; *Self Efficacy; *Underachievement; Undergraduate Study
IDENTIFIERS- Morehead State University KY

Ways to enhance learning by both at-risk and underachieving students in upper-level accounting courses were studied at Morehead State University (Kentucky), based on the concepts of metacognition, self-regulated learning, and self-efficacy. It was hypothesized that students experience self-regulated learning when they reproduce problem solutions using strategies and solutions taught in class. Self-regulated learning involves setting realistic goals, employing strategies to achieve the goals, closely monitoring their attainment, and evaluating one's thinking. Students who did not achieve their desired outcome on the first exam could earn extra credit by attending a monitored session and retrying accounting problems that had previously been taught in class. Grades on first and second exams for students in this study were compared to those of nonparticipants for both cost accounting and intermediate accounting courses. The six cost accounting students in the study increased their average exam score, while 20 nonparticipants experienced a decline. The 10 intermediate accounting students in the study also improved in their second exam scores, while the 16 nonparticipants showed no measurable change in exam scores. (SW)

ED 414 829 HE 030 813

PUB DATE- 97
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Aging in Academia; *College Faculty; Colleges; Faculty College Relationship; *Faculty Mobility; *Full Time Faculty; Higher Education; Intellectual Disciplines; National Surveys; Older Adults; *Part Time Faculty; Personnel; Retirement; Sex Differences; Teacher Characteristics; Teacher Persistence; *Teacher Retirement
IDENTIFIERS- *National Study of Postsecondary Faculty

This study examined retirement and other departure plans of full- and part-time faculty and staff in higher education institutions using data from the 1988 and 1993 National Studies of Postsecondary Faculty. Among the study's findings were: 22 percent of full-time and 38 percent of part-time faculty planned to leave their current position within the next three years; 57 percent of full-time faculty and staff planned to retire between the ages of 60 and 70; 28 percent of full-time faculty and staff indicated a willingness to take early retirement; and differences in retirement plans existed by gender, race/ethnicity, academic field, and type and control of institution. The study concluded that institutional policies such as early retirement incentives and part-time employment options may alter employees' retirement plans and behavior. Individual sections of the report detail the study's findings on: characteristics of full-time and part-time instructional faculty and staff; retirement and other separation and mobility plans; mobility to a job not in postsecondary education; expected retirement age or age when planning to leave postsecondary education; and interest in early retirement options. Appended are technical notes, standard error tables, and the survey questionnaires. (DB)

ED 414 847 HE 030 835

Direct Loan Cash Management and Data Matching (Reconciliation).
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); Educational Finance; *Federal Aid; Federal Regulation; Government School Relationship; Higher Education; *School Accounting; Standards; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Federal Direct Student Loan Program

This guide for institutions of higher education and other schools receiving funds under the William D. Ford Direct Loan Program details required and recommended procedures for the reconciliation process. The reconciliation process is explained to include cash management (the accounting for Direct Loan funds drawn down and disbursed to borrowers) and data matching -- a method of ensuring that all borrower information on the school's system matches the data on the system of the Loan Origination Center. Chapter 1 provides an overview of cash management and data matching activities and records. Chapter 2 focuses on managing the loan process from compiling loan origination records through actual disbursements, adjustments, This document presents trend data for degrees conferred on U.S. students attending 2-year and 4-year institutions from 1969-70 to 1993-94. The data, which includes statistical tables, graphs and narrative, were obtained from the Integrated Postsecondary Education Data System and the Higher Education General Information Survey and show the number and percent of degrees conferred by field, degree level, and sex of student, including breakdowns on degrees conferred on minorities and women. Ten figures highlight data on: U.S. resident population age 18 to 29, by sex, 1940-94; percent of degrees (associate, bachelor's, master's, and doctoral) conferred on resident minority students, 1977-94; and percent of degrees conferred, by sex, 1970-94. Data is organized according to the following field-of-study categories: agricultural and natural resources; biological/life sciences; business, computer and information sciences; education; engineering; health professions and related sciences; mathematics; physical sciences and science technologies; social sciences and history; and first professional degrees. Data for minorities do not show trends in degrees earned by subpopulations. However, data is provided on degrees conferred for the following groups: Black, non-Hispanic; Hispanic; Asian or Pacific Islander; American Indian/Alaskan Native; White, non-Hispanic; and nonresident alien. (SW)

ED 414 865 HE 030 864

Fiscal Officer Training Workshop, 1997. Participant's Guide.
PUB DATE- t9
NOTE- 449p.; Section 3 is without content except for the note: "At the time these materials were published, new regulations had not been approved."
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accountability; Administrator Guides; Audits (Verification); Databases; Eligibility; *Federal Aid; Federal Programs; Federal Regulation; Financial Audits; Grants; Higher Education; Information Sources; Instructional Materials; Loan Repayment; *Management Development; *Money Management; Online Systems; *Recordkeeping; Resource Materials; School Accounting; School Business Officials; *Student Financial Aid; *Student Financial Aid Officers; Student Loan Programs; Training Objectives; Workbooks
IDENTIFIERS- Family Education Loan Program; Grant Administration and Payment System; Higher Education Act Title IV; Pell Grant Program; Perkins Loan Program

Extensive workshop materials are presented in this 1997 training guide for fiscal officers, business officers, bursars, loan managers, and others who have responsibility for Title IV college student financial aid programs. Workbook type material is provided for nine workshop sessions that cover the following topics: (1) Institutional Responsibilities and Recordkeeping; (2) Audits and Financial Responsibility; (3) New Financial Responsibility Regulations; (4) Managing Campus-Based Program Funds; (5) Cash Management; (6) Refunds and Repayments; (7) Accounting and Reporting Issues; (8) Grant Administration and Payment System and (9) Other Issues. Each unit identifies resources and defines the objectives that the participant should achieve by the end of the session. The materials include education, career pathways, secondary and postsecondary linkages, and staff development. Therefore, tech prep and the STW initiative complement each other. Tech prep's mission is to provide, through a commitment by secondary and postsecondary institutions as well as employers, a seamless course of study for all students, offering career options/pathways to ensure a technologically competent work force. (Contains 23 references.) (YLB)

ED 414 416   CE 075 299

Neill, Jon, Ed.
Poverty and Inequality. The Political Economy of Redistribution.
PUB DATE- 97
NOTE- 151p.; Papers based on lectures delivered in the 31st Annual Lecture-Seminar Series, Department of Economics, Western Michigan University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Economic Change; *Economic Development; *Economic Status; Economically Disadvantaged; Family Characteristics; *Income; Labor Market; *Poverty; Wages; *Welfare Services
IDENTIFIERS- *Income Distribution; Intergenerational Transmission; Welfare Reform

These six essays on the debate over the need for welfare reform offer a wide perspective on poverty and inequality. The "Introduction" (Jon Neill) is followed by "Welfare Report--1996 Style: Will We Sacrifice the 'Safety Net'?" (Robert Haveman), a critique of two proposals that shaped the current debate over welfare reform. "Why Has Economic Growth Been Such an Ineffective Tool against Poverty in Recent Years?" (Rebecca M. Blank) analyzes the relationship between the incidence of poverty and economic growth; it identifies skill-biased technical progress and internationalization of the economy as the two major reasons for the failure of growth to reduce the poverty rate. "Regional Poverty and Inequality in the United States" (John P. Formby) shows that regional income distributions are becoming more similar due to decreased inequality in the South and increased inequality in the Northeast and West. "The International Evidence on Income Distribution in Modern Economics: Where Do We Stand?" (Timothy M. Smeeding) uses cross-country comparisons of income distributions to show that the United States has more inequality than any other country in the Organization for Economic Cooperation and Development. "From Parent to Child: Intergenerational Relations and Intrahousehold Allocations" (Jere R. Behrman) concludes that parents' economic status plays a large role in determining the child's income. "The Reality of Redistribution" (Gordon Tullock) supposes a negative relationship between economic growth and redistributive policies. Author and subject indexes are appended. (YLB)

ED 414 417   CE 075 301

Kruse, Wilfried; van den Tillaart, Harry; van den Berg, Sjaak; King, Richard
Work Organisation and Qualifications in the Retail Sector. The Case of Micro-Enterprise. Synthesis Report. CEDEFOP Document.
PUB DATE- 97
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Education Work Relationship; Educational Legislation; *Educational Philosophy; *Educational Practices; Federal Legislation; Postsecondary Education; Program Effectiveness; Program Improvement; Secondary Education; *Transitional Programs
IDENTIFIERS- ERIC Digests; School to Work Opportunities Act 1994

The School-to-Work Opportunities Act, which was designed to improve student learning, in-school retention, and transition to the workplace, requires the restructuring of secondary education and the extensive involvement of business in preparing youth for the workplace. School-to-work initiatives reflect the conditions of the settings and contexts in which they are introduced. School-to-work initiatives may be characterized as follows: an identifiable formal part of a secondary and/or postsecondary curriculum; active participation of employers; actual or simulated on-the-job experience, and formal or informal certification of skills. Reviews and syntheses of the school-to-work literature have identified the characteristics of effective school-to-work initiatives as they relate to overall system development, partnerships, commitment, funding, guidance, and classroom and worksite activities. Teacher practices that have had a significant effect on students and classrooms have also been identified. Negative attitudes of employers, parents, postsecondary institutions, and teachers toward school-to-work initiatives are among the biggest barriers to successful initiatives. Recommendations for improving school-to-work efforts include the following: recruit enough employers who are willing to provide work-based learning opportunities; give teachers the time, resources, and support required to connect school- and work-based learning; inform parents about the objectives of school-to-work initiatives; and foster high school students' vocational maturity. (MN)

ED 414 436 CE 075 346

Brown, Bettina Lankard
Career Mobility: A Choice or Necessity? ERIC Digest No. 191.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adjustment (to Environment); *Career Change; *Career Development; *Career Education; *Employment Patterns; *Occupational Mobility; Work Environment
IDENTIFIERS- ERIC Digests

In the U.S. work force, job mobility has become the standard employment pattern. According to the Bureau of Labor Statistics, 10% of the work force switches jobs every year. Among the factors contributing to the career mobility of today's workers are the following: search for competitive employment positions; pursuit of a good career match; desire for career advancement; and search for personal satisfaction. Whether career mobility is initiated by the employer because the tasks, skills, or characteristics of given workers are no longer needed or by workers because they are dissatisfied with three vocational schools and one high school. Part 2, which constitutes approximately 40% of the document, lists the program's (unleveled) secondary technical and academic competencies. Presented in part 3 are secondary competencies leveled for a career center and high school. Postsecondary competencies are contained in part 4. Concluding the document are the following: labor market data; list of advisory/review committee members; and program application (information on employment opportunities in the area, potential exit occupations for the program, and plans for the program's delivery). Among the categories of competencies included are the following: business communication; data entry; accounting; business law; and personal finance. (MN)

ED 414 455 CE 075 374

Construction Technologies.
PUB DATE- 96
NOTE- 238p.; Product of the Heart of Ohio Tech Prep Consortium. For related documents, see CE 074 822 and CE 075 373-377.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Advisory Committees; *Articulation (Education); Competence; *Competency Based Education; Consortia; *Construction (Process); Curriculum Guides; Employment Opportunities; Employment Projections; Grade 11; Grade 12; High Schools; Labor Market; Models; Teaching Guides; *Tech Prep; Technical Institutes; Technical Occupations; *Trade and Industrial Education; Two Year Colleges
IDENTIFIERS- Curriculum Mapping; South Western City Schools OH

This document contains materials developed for and about the construction technologies tech prep program of the South-Western City Schools in Ohio. Part 1 begins with a map of the program, which begins with a construction technologies program in grades 11 and 12 that leads to entry-level employment or one of five 2-year programs at a community college (architecture technology, civil engineering technology, construction management technology, heating and air conditioning technology, and landscape design/build) that in turn leads to a technical career or transfer to a four-year college or university. Also included in part 1 are pathways and pathway narratives for two high schools and a community college. Part 2, which constitutes approximately 40% of the document, lists the program's (unleveled) secondary technical and academic competencies. In part 3, the secondary competencies are leveled for a high school, and in part 4, the postsecondary competencies are leveled for a community college. Parts 5-7 contain the following: labor market data; list of advisory/review committee members; and program application (information on employment opportunities in the area, potential exit occupations for the program, and plans for the program's delivery). (MN)

ED 414 456 CE 075 375

Environmental Technology.
PUB DATE- 97
NOTE- 162p.; Product of the Heart of Ohio Tech Prep Consortium. For related documents, see CE 074 822 and CE 075 373-377.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Wentling, Rose Mary; Palma-Rivas, Nilda
Current Status and Future Trends of Diversity Initiatives in the Workplace: Diversity Experts' Perspectives. Diversity in the Workforce Series Report #2.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 61p.; For related documents, see CE 075 404-406.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; Affirmative Action; *Cultural Differences; *Diversity (Institutional); Employment Practices; Equal Opportunities (Jobs); Human Resources; Job Training; *Labor Force Development; *Organizational Climate; Organizational Development; *Personnel Integration; Personnel Policy; Quality of Working Life; Racial Integration; Sex Fairness; *Work Environment
IDENTIFIERS- Diversity Training

To obtain information on workplace diversity initiatives and programs, 12 diversity experts were interviewed. Participants identified organizational and individual barriers to the advancement of diverse groups in the workplace. The following factors were most likely to influence diversity in the workplace: demographic changes, global marketplace, economics, comfort with being different, a diverse customer base, and equal employment opportunity and affirmative action programs. Four major reasons why organizations manage diversity were as follows: to improve productivity and remain competitive, to form better work relationships among employees, to enhance social responsibility, and to address legal concerns. Best strategies for managing diversity were identified: training, organizational policies that mandate fairness and equity, mentoring programs, nondiscriminatory performance appraisal, outreach programs, and career development programs. Major goals of diversity training were to increase organizational and personal effectiveness. Components of an effective diversity training program included the following: commitment and support from top management, inclusion as part of the organizational strategic plan, meeting organizational needs, qualified trainers, combining with other diversity initiatives, mandatory attendance, creating inclusive programs, providing trust and confidentiality, accountability, and evaluation. Recommendations for human resource development professionals, educators, and researchers were developed. (Contains 72 references.) (YLB)

ED 414 475 CE 075 406

Wentling, Rose Mary; Palma-Rivas, Nilda
Current Status of Diversity Initiatives in Selected Multinational Corporations. Diversity in the Workforce Series Report #3.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 133p.; For related documents, see CE 075 404-405.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; Corporate Education; Corporations; *Cultural Differences; *Cultural Pluralism; *Diversity (Institutional); *Employment Practices; Environmental Influences; Labor Force; Labor Market; Literature

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Attainment; *Employer Attitudes; *Employment Practices; *Information Utilization; Models; Predictor Variables; Productivity; Statistical Analysis; *Statistical Data; Stereotypes; Tables (Data)
IDENTIFIERS- Armed Forces Qualification Test; *National Longitudinal Survey of Youth; *Statistical Reasoning

A statistical analysis was performed to test the hypothesis that, if profit-maximizing firms have limited information about the general productivity of new workers, they may choose to use easily observable characteristics such as years of education to discriminate statistically among workers. Information about employer learning was obtained by working with a wage equation containing terms designating two interactions: the interaction between experience and a hard-to-observe variable that is positively related to productivity and the interaction between experience and a variable that firms can easily observe, such as years of education. The time path of the coefficient on the unobservable productivity variable provided information about the rate at which employers learn about worker productivity. Data from the National Longitudinal Survey of Youth were used to obtain preliminary estimates of the rate at which employers learn about worker quality. The estimates were used together with several auxiliary assumptions to calculate what the internal rate of return to education would be if education has no direct effect on productivity. The analysis demonstrated that, even if employers learn about new workers' productivity relatively slowly, the portion of the return to education that could reflect signaling of ability is limited. (Contains 32 references.) (MN)

ED 414 492 CE 075 437

Altonji, Joseph G.; Pierret, Charles R.
Employer Learning and Statistical Discrimination. National Longitudinal Surveys Discussion Paper.
PUB DATE- 97
NOTE- 69p.; For a related document, see CE 075 436.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employer Attitudes; *Employment Practices; *Information Utilization; Models; Predictor Variables; Productivity; *Racial Discrimination; Statistical Analysis; *Statistical Data; Stereotypes; Tables (Data)
IDENTIFIERS- Armed Forces Qualification Test; *National Longitudinal Survey of Youth; *Statistical Reasoning

The relationship between employer learning and statistical discrimination was explored through a statistical analysis that included a test for statistical discrimination or "rational" stereotyping in environments where agents learn over time. The test is used to study the working hypothesis that, because firms have only limited information about the quality of workers in the early stages of their careers, they distinguish among workers on the basis of easily observable variables that are correlated with productivity, such as years of education or degree, the quality of the school the person attended, race, and gender. The hypothesis was investigated by using panel data on education, the Armed Forces Qualification Test (AFQT), father's education, and wages for young men and their siblings from the National Longitudinal Survey of Youth. The empirical implications of statistical discrimination on the basis of race were also examined. The analysis results supported the hypothesis of statistical discrimination; however, they were publication have been read by at least three readers and are rated by "W" (whole-hearted approval) or "G" (guidance). (KC)

ED 414 511 CE 075 501

From Welfare to Work: A Briefing Paper on CalWORKs, California Work Opportunities and Responsibility for Kids.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; Day Care; Federal Legislation; *Job Development; Job Placement; *Job Training; Parent Attitudes; *Parent Responsibility; Program Development; Program Implementation; *State Programs; *Welfare Recipients; Work Attitudes; Work Ethic
IDENTIFIERS- *California; Personal Responsibility and Work Opp Recon Act; Temporary Assistance for Needy Families; Welfare Reform; *Welfare to Work Programs

This document explains the objectives and components of California Work Opportunities and Responsibility for Kids (CalWORKs), which is a seven-step program designed to move welfare parents into the workplace. Presented first are a list of the 14 principles behind CalWORKs and a flowchart illustrating the program's operation. After a discussion of the CalWORKs strategy to move California parents from welfare to work, the following CalWORKs steps are detailed: (1) moving employable welfare applicants into jobs to avoid welfare; (2) providing welfare-to-work services (including child care, transportation, and training in job search skills) to parents who cannot be diverted from welfare; (3) providing child care to welfare parents meeting the requirements for work-related activities; (4) creating 500,000 new jobs for welfare recipients; (5) providing CalWORKs recipients who move into jobs with services to keep them working; (6) finding community service work for recipients who remain unemployed after 2 years; and (7) terminating the recipients' benefits after 5 years. The remaining sections of the guide contain the following: overview of the CalWORKs job creation package; table detailing the job growth needed for welfare-to-work goals; and table explaining selected CalWORKs issues in relation to current and proposed law. (MN)

ED 414 512 CE 075 504

Rokicki, Phillip S.; Donley, Nancy S.
DETC Evaluator Training Program: A Distance Education Course To Train Evaluators for DETC Accreditation Visits.
PUB DATE- 97
NOTE- 263p.; For the accreditation handbook, see ED 407 566.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; Adult Education; *Distance Education; Evaluation Criteria; *Evaluation Methods; *Evaluators; Professional Development; *Program Evaluation; Self Evaluation (Individuals); Technical Writing
IDENTIFIERS- *Distance Education and Training Council

This document contains the distance learning evaluator training program of the Distance Education and Training Council (DETC), Children today come to school with problems that are markedly different from those of only a generation ago. Because school is such a large part of a child's life, the school experience is a highly significant factor in the child's life-stress situation. Unfortunately, many of the current practices in the school, far from helping children to cope, actually serve to exacerbate the stress situation. This paper deals with the "fit" of child with school, as seen in the context of childhood stress and children's emotional well-being. The proper use of psychology in the schools is discussed, and some recommendations for structural change are made so that teachers can rely on the educational system to help them, and not act as an impediment, as they work to foster children's emotional development. (Author)

ED 414 529 CG 028 189

McKinnon, Norma M.
Development of a Buddy Program Handbook for Dayspring AIDS Support Services (DASS).
PUB DATE- 97
NOTE- 33p.; A proposed Buddy Training Manual.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Caregivers; Program Development; Social Support Groups; Training Methods; *Volunteer Training; Volunteers
IDENTIFIERS- Maine; *Training Materials; Training Needs

Dayspring AIDS support services (DASS), a New England-based health organization, like many service organizations that rely on part-time and volunteer help, lacked the funds needed to improve and/or renew part-time staff and volunteer knowledge and skills. This paper describes an innovative way in which the professional development needs of DASS's volunteers were met through the implementation of a Buddy Training Program. The Buddy program provides direct support services, by specially trained DASS volunteers, in the form of social interaction and emotional support to persons living with HIV/AIDS. Developing a training handbook for these volunteers involved researching the needs of people living with HIV/AIDS, as well as culling information from other volunteer training programs. Care was taken to ensure that current volunteers in the Buddy program and administrators at DASS were included in the development of the handbook. The handbook itself appears in its entirety and includes a mission statement; a description of the Buddy Program; sample contracts and forms, such as a confidentiality agreement; expectations for clients and volunteers; and policies and procedures regarding issues concerning suicide, intoxication, and transportation. A list of HIV AIDS resources in Maine appears at the end. (RJM)

ED 414 530 CG 028 190

Miller, Andrea B., Ed.
CSAP Substance Abuse Resource Guide: Parents, Guardians, and Caregivers.
PUB DATE- 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

to enhance the attachment relationship. Assessments of adaptation and competence were based on an organizational view of development and protective factors were identified by examining the relationship between adversity experienced by the child and later child developmental adaptation. Findings suggest that a secure attachment in infancy, along with good quality parenting, particularly emotionally responsive caregiving, and good quality parent-child relationship in the toddler and preschool period serve as major protective factors against the negative effects of various childhood adversities. The implications from these findings are that future prevention/intervention efforts with young children need to focus more on the emotional aspects of parenting young children. (RJM)

ED 414 549 CG 028 212

Homeyer, Linda E.; Landreth, Garry L.
Play Therapy Behaviors of Sexually Abused Children.
PUB DATE- 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Child Abuse; *Child Behavior; Children; Elementary Education; *Evaluation Criteria; Evaluation Methods; Play; *Play Therapy; Sex Differences; *Sexual Abuse
IDENTIFIERS- Play Style

The purpose of this study was to identify play therapy behaviors of sexually abused children. Surveys were sent to members of the Association for Play Therapy, of which 249 respondents, who worked with 16 or more sexually abused children, were used. Results indicate that there are identifiable and highly interrelated PTBs of sexually abused children, particularly boys and girls from 3 to 10 years of age. The dissociative PTBs found in this study suggest that girls and boys dissociate differently in response to sexual abuse. To dissociate, boys may require more tactile (water, sand, or both) and visual stimulation (reenactment of the abuse) than girls. Findings imply that girls probably dissociate more easily than boys. Sexually abused children in three of the four groups (boys, 3-6 years; boys, 7-10 years; girls, 7-10 years) frequently exhibit nurturing PTBs, which may reflect these children's perception of insufficient nurturing in their environments to meets their needs. Suggested use of the PTBs include assessments to detect sexual abuse, and recommendations for child placement and/or court testimony. (RJM)

ED 414 550 CG 028 213

Steward, Robbie J.
The Minority-Minority Supervision Dyad: General Programmatic and Personal Issues for the Supervisor and Supervisee.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Educators; *Counselor Training; Graduate Students; Higher Education; Interpersonal Relationship;

list of source of stories for tellers. (RS)

ED 414 569 CS 216 059

Raphael, Taffy E., Ed.; Au, Kathryn H., Ed.
Literature-Based Instruction: Reshaping the Curriculum.
PUB DATE- 98
NOTE- 425p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Childrens Literature; Curriculum Development; Elementary Education; Literacy; *Reading Instruction; *Reading Material Selection; *Student Evaluation; Thematic Approach; *Whole Language Approach; *Writing Instruction
IDENTIFIERS- Authentic Assessment; Reading Uses; *Response to Literature; Student Engagement

Making a case for the value of literature-based instruction, this book presents an overview of the extensive knowledge base supporting literature-based approaches to literacy instruction. It notes that literature-based instruction goes beyond simply changing the kinds of texts children read--also required in literature-based instruction are an understanding of children's responses to literature, the value of the experience of reading for reading's sake, the use of literature in the teaching of reading, the content of the literature-based curriculum, and appropriate forms of assessment. Chapters are: (1) "Mirrors and Windows: Reading as Transformation" (Lee Galda); (2) "Biracial and Multiracial Identity: Dilemmas for Children's Literature" (Violet J. Harris with Melodye Rosales); (3) "First- and Second-Grade Literary Critics: Understanding Children's Rich Responses to Literature" (Lawrence R. Sipe); (4) "Fostering Children's Engagement with Texts: A Sociocultural Perspective" (Cynthia H. Brock and James R. Gavelek); (5) "Thematic Instruction: A Quest for Challenging Ideas and Meaningful Learning" (Sheila W. Valencia and Marjorie Y. Lipson); (6) "Curriculum and Teaching in Literature-Based Programs" (Kathryn H. Au and Taffy E. Raphael); (7) "Contributions of Literature Study to the Teaching and Learning of Writing" (Jenny Denyer and Susan Florio-Ruane); (8) "Evidence of Literacy Learning in a Literature-Based Reading Program" (Kathy Highfield); (9) "Selecting Texts for Beginning Reading Instruction" (Elfrieda H. Hiebert); (10) "Criteria for Selecting Literature in Upper Elementary Grades" (Laura S. Pardo); (11) "Assessment in Literature-Based Reading Programs: Have We Kept Our Promises?" (Tanja Bisesi and others); (12) "Aligning Curriculum, Instruction, and Assessment in Literature-Based Approaches" (Charles W. Peters and Karen K. Wixson); (13) "'My Spark Is a Little Brighter for Teaching Reading This Year': A Fifth-Grade Teacher's Quest to Improve Assessment in Her Integrated Literature-based Program" (Susan I. McMahon); and (14) "Sharing Responsibility for Assessment and Evaluation with Our Students" (Jo Ann Wong-Kam). Eight essays on the future of literature-based instruction are attached: "Literature as a Core Component of the Elementary Literacy Program" (Sean A. Walmsley); "The Best and the Worst of Times" (Kathy Short); "Addressing the Needs of a Diverse Society" (Robert Rueda); "The Literature Makes the Difference" (Barbara J. Diamond); "Preserving What Is Most Vital" (Barbara M. Taylor); "Discussion of Text for Understanding" (Margaret G. McKeown); "An Agenda for Teacher Educators" (Diane Stephens); and "Literature Will Survive" (Bernice E. Cullinan). (RS) to the teacher, requirements, graphic organizers, templates, rubrics, and activities to extend learning. Chapters are entitled: (1) Scrapbook Book Report; (2) Newspaper Book Report; (3) Biography Book Report; (4) Newbery Book Report; (5) Mobile Book Report; (6) Filmstrip Book Report; (7) Road-Map Book Report; (8) Tri-Fold Book Report; (9) Book Jacket Report; and (10) Pop-up Book Report. (CR)

ED 414 589 CS 216 109

Dobie, Ann; Poirrier, Gail
Nurses Writing: The Undergraduate Years and Beyond.
PUB DATE- 97
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; Comparative Analysis; Higher Education; *Nursing Education; Student Surveys; *Undergraduate Study; *Writing Attitudes; Writing Research
IDENTIFIERS- Writing Contexts

A study determined how including significant amounts of writing in varied forms for different audiences throughout a four-year baccalaureate program in nursing affected professional practice. Subjects were graduating seniors and practicing nurses from a writing intensive baccalaureate program (College A) and graduating seniors and nurses from a non-writing intensive one (College B). Subjects were surveyed regarding the effects of college writing experiences on their professional preparation, communications competence, academic attitudes, cognitive development, and personal narratives. Results indicated that students in College A demonstrated higher order writing; more professional writing endeavors; better understanding of the importance of writing in practice; degrees of competency and positive attitudes earlier in the program of studies; and ease of transition in using writing in practice. (RS)

ED 414 590 CS 216 110

Capossela, Toni-Lee
"Advanced Expertise in Groping": Training Tutors Who Don't Have to Know It All.
PUB DATE- 97
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Peer Teaching; Remedial Instruction; Training Methods; Tutorial Programs; *Tutoring; Tutors; Writing (Composition); Writing Improvement; *Writing Instruction
IDENTIFIERS- Academic Discourse Communities; *Tutor Training

Until recently, the conventional wisdom about the conjunction of peer tutoring and writing in the disciplines was that a tutor unfamiliar with subject matter actually operated at an advantage. In spite of some of the theoretical advantages of

Praxis of Multicultural U.S. Literature" (AnaLouise Keating); (4) "A Fusion of Cultures: The Complexities of the Caribbean Character in Literature" (Elizabeth Nunez); (5) "Teaching and Learning across Cultures: The Literature Classroom as a Site for Cultural Transactions" (Joyce C. Harte); (6) "Remembering as Resistance in the Literature of Women of Color" (Brenda M. Greene); (7) "Crossing Cultural Boundaries with Leslie Marmon Silko's 'Ceremony'" (Robert O'Brien Hokanson); (8) "Mirrors, Windows, and Prisms: Teaching Asian American Literature in the P.R.C. and the U.S.A." (Mary Louise Buley-Meissner); (9) "Father Martinez: Folk Hero or Dangerous Infidel? Rereading Willa Cather's 'Death Comes for the Archbishop'" (Judith Beth Cohen); (10) "Negotiating Difference: Teaching Multicultural Literature" (Patricia Bizzell); (11) "Teaching American Literature as Cultural Encounter: Models for Organizing the Introductory Course" (Marjorie Pryse); (12) "But, Is It Good Enough to Teach?" (Frances Smith Foster); (13) "Teaching the Rhetoric of Race: A Rhetorical Approach to Multicultural Pedagogy" (John Alberti); (14) "Homeless in the Golden Land: Joan Didion's Regionalism" (Louise Z. Smith); (15) "Beyond 'Beyond the Cultural Wars': Students Teaching Themselves the Conflicts" (James S. Laughlin); and (16) "Teaching Others: A Cautionary Tale" (Joseph F. Trimmer). (NKA)

ED 414 608 CS 216 236

Benander, Ruth E.; Roach, Timothy L.
Teaching Academic English Grammar in Its Own Context to Non-Native Users.
PUB DATE- 95
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (85th, San Diego, CA, November 16-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Writing; *English Instruction; English (Second Language); *Grammar; Higher Education; *Instructional Effectiveness; Reader Response; *Second Language Learning; Writing Skills; *Writing Strategies
IDENTIFIERS- Basic Writers; Communicative Approach; *Contextualized Instruction; Nonnative Speakers

This paper discusses the similarities in the difficulties that developmental writers and non-native English speakers/writers bring to the classroom and how this can influence instructors' choices of pedagogical strategies. The paper proposes a method of teaching that encourages teacher comfort with basic writing such that student work remains the focus of the teaching strategy. In particular, the paper discusses how two such instructors (one who teaches basic writing and one who teaches English as a Second language), view the effectiveness of their particular teaching strategies. Using students' actual work as models when teaching grammar is suggested. It contends that grammar must be taught as a way to convey meaning, not as an isolated skill. Noting that the findings of research in second language acquisition can profitably influence the developmental writing classroom, the paper emphasizes that teaching grammar communicatively works, since students can show improvement in production and recognition skills. Linking reader response theory and grammar, the paper states that teachers need to

Kelly, Deirdre, Ed.; Gaskell, Jane, Ed.
Debating Dropouts. Critical Policy and Research Perspectives on School Leaving.
PUB DATE- 96
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Alienation; Critical Theory; Dropout Attitudes; *Dropout Research; *Dropouts; Foreign Countries; Free Enterprise System; *High Risk Students; High Schools; Ideology; Labor Force Development; Minority Groups; *Policy Formation; *Politics of Education; Role of Education; Withdrawal (Education)
IDENTIFIERS- Canada; Global Economy; Postmodernism; United States

A new, prevailing wisdom is guiding the thinking of policy makers and policy shapers throughout North America; its watchwords are "global competitiveness" and "economic restructuring." The preoccupation with viewing schooling and its role in society through the single lens of global economic competitiveness closes off other valid ways of looking at and imagining policies for dropouts. This book examines the debate in the United States and in Canada by offering a collection of chapters that challenge the dominant discourse. The foreword is by Michelle Fine. Part 1, "Current Policy Frames in North America: Exploring the Dominant Stance," includes three chapters: (1) "Unfinished Business? The Dropout Goes to Work in Education Policy Reports" (Kari Dehli); (2) "Lifelong Learning: Between Utopia and Economic Imperatives" (Kjell Rubenson); and (3) "The Dependency of Independence: At Risk Youth, Economic Self-Sufficiency, and Curricular Change" (Nancy Lesko). The four chapters in part 2, "Framing Research on Dropping Out of and Returning to School," include: (4) "Coming to Terms with Marginal Work: Dropouts in a Polarized Labor Market" (Harvey Krahn and Julian Tanner); (5) "Dropping Out in Canada: The Construction of a Crisis?" (Paul Anisef and Lesley Andres); (6) "'Choosing' the Alternative: Conflicting Missions and Constrained Choice in a Dropout Prevention Program" (Deirdre M. Kelly); and (7) "What If You Organized a Reform and Nothing Changed? The Fate of Culturally Compatible Curricula in an American Indian Public School District" (Margaret D. LeCompte). Part 3, "Reframing the Issues: Speaking from Elsewhere," contains the following three chapters: (8) "Debating 'Dropouts': The Moral Panic and the Spectacle Over 'Youth at Risk'" (Leslie G. Roman); (9) "Black Youth and Fading Out of School" (George J. Sefa Dei); and (10) "Government Funded Job-Entry Programs for Women: Whose Needs Are Being Addressed?" (Shauna Butterwick). Chapter references and an index are included. (LMI)

ED 414 628 EA 028 801

Fuller, Bruce F., Ed.; Elmore, Richard, Ed.
Who Chooses? Who Loses? Culture, Institutions and the Unequal Effects of School Choice.
PUB DATE- 96
NOTE- 213p.; This book stems from empirical papers presented at the Harvard School Choice and Family Seminar, which began at the School of Education in 1992. Foreword by Carol H. Weiss.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position

*Professional Development; School Schedules; Teacher Collaboration; Teaching (Occupation); Time Blocks; *Time Factors (Learning); *Time Management
IDENTIFIERS- *Goals 2000

In November 1994, the U.S. Department of Education invited a group of exceptional public and private school teachers (n=114) to Washington, D.C., to hear their thoughts and to explore ways in which the federal government can work with educators to achieve the National Education Goals. The teachers centered on two dimensions of the time challenge: "What time barriers must be overcome?" and "How can time be restructured?" The participants identified the following barriers to time: teacher isolation, school-day design, top-down thinking, slowness in responding to research, the need for family and community involvement, inadequate student assessment, and the demand for continual improvement. Teachers offered the following solutions to the time bind: (1) Focus on student learning as the constant and time as the variable; (2) create more flexibility rather than more instructional time; (3) realize that increasing planning time for teachers is more important for improving instruction than increasing instructional time with students; (4) encourage attitudinal change along with structural change; (5) involve teachers as policy-making partners in any solutions to the time problem; and (6) connect the issues of time and school reform. The document also lists eight recommendations made by the National Education Commission on Time and Learning's April 1994 report, "Prisoners of Time." A list of participating teachers is included. (LMI)

ED 414 648 EA 028 824

Goodland, John I.
What Schools Are for. Second Edition.
PUB DATE- 94
NOTE- 127p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Democracy; *Educational Assessment; *Educational Improvement; *Educational Objectives; *Educational Responsibility; Elementary Secondary Education; Instructional Leadership; *Public Schools; *Role of Education

The book inquires into social purposes of schools and the translation of these purposes into educational goals, the functions of schools, and the aims of education. The author advances the thesis that schools are educational institutions. Chapter 2 discusses how social purposes have emerged in light of current realities, and distinguishes between social purposes that are easily translatable into educational goals and those purposes that are not educational in character. The third chapter examines the questions: What is education? and What should schools do if they are educational institutions? The fourth chapter addresses the corruption of education by society, schools, and school systems. Chapter 5 is a plea for those in administrative positions to put curricular and instructional matters at the center of their leadership role. Several alternative scenarios for the reconstruction of education and schooling are suggested in chapter 6. Chapters contain endnotes. (LMI)

ED 414 649 EA 028 827

Sturm, H. Pepper

who display characteristics more commonly associated with processing or understanding of sound, aural/oral remediation techniques used to improve listening skills are recommended. (Contains 14 references.) (CR)

ED 414 667 EC 306 012

Easterbrooks, Susan
Educating Children Who Are Deaf or Hard of Hearing: Overview. ERIC Digest #E549.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Assistive Devices (for Disabled); Children; *Communication Skills; *Deafness; *Disability Identification; Elementary Secondary Education; *Hearing Impairments; *Incidence; Interpersonal Communication; Sign Language; Student Placement; Total Communication
IDENTIFIERS- ERIC Digests

This digest discusses hearing loss in children. Topics covered include: (1) the causes of hearing loss and the three major types of hearing losses, conductive loss, sensorineural loss, and central auditory processing disorder; (2) the federal definitions of "deaf" (hearing loss which adversely affects educational performance and which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification), "hard of hearing" (hearing loss that adversely affects a child's educational performance but which allows the child access to some degree of communication with or without amplification), and "Deaf" with a capital "D" (refers to those individuals with hearing losses who identify themselves with the Deaf Culture); (3) the incidence of hearing loss; (4) the signs of hearing loss, including attention problems, lack of vocal interactions or reduced vocal interactions, frustration with school and others, or low grades or a drop in grades; (5) different communication strategies of children with hearing loss, including the auditory-oral philosophy, cued speech, English-based sign systems, the bilingual-bicultural philosophy, total communication, and cochlear implants; (6) the different education settings for children with hearing impairments; and (7) the different types of technology available for people with hearing impairments. Contains 10 references. (CR)

ED 414 668 EC 306 013

Eccarius, Malinda
Educating Children Who Are Deaf or Hard of Hearing: Assessment. ERIC Digest #550.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

classroom activities, and a conference calendar. (DB)

ED 414 687 EC 306 032

Reis, Sally M.; Hebert, Thomas P.; Diaz, Eva I.; Maxfield, Lori R.; Ratley, Michael E.
Case Studies of Talented Students Who Achieve and Underachieve in an Urban High School. Research Monograph 95120.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 284p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Asian Americans; Black Students; Case Studies; Cultural Differences; Disadvantaged Youth; Family Environment; *Gifted; *High Achievement; High School Students; High Schools; Hispanic Americans; Homogeneous Grouping; Parent Participation; Poverty; Puerto Ricans; *Resilience (Personality); Self Esteem; Sex Differences; Social Support Groups; Student Characteristics; *Underachievement; *Urban Education; White Students

This 3-year study compared characteristics of high ability students who were identified as high achievers with students of similar ability who underachieved in school. The 35 students attended a large urban high school comprised of 60 percent Puerto Rican students, 20 percent African American, and the remainder White, Asian, and other. Qualitative methods were used to examine the perceptions of students, teachers, staff, and administrators concerning academic achievement. The study found that achievement and underachievement are not disparate concepts, since many students who underachieved had previously achieved at high levels and some generally high achieving students experienced periods of underachievement. A network of high achieving friends was characteristic of achieving students. No relationships were found between poverty and underachievement, between parental divorce and underachievement, or between family size and underachievement. Successful students supported the concept of grouping in honors and advanced classes, had supportive adults in their lives, and participated in multiple extracurricular activities. High achieving females usually chose not to date. High achieving students characteristically had a strong belief in self and resilience to negative factors. Cultural and gender differences were also found. Case studies of the 35 students are included. (Contains approximately 250 references.) (DB)

ED 414 688 EC 306 034

McWilliam, R. A., Ed.
Rethinking Pull-Out Services in Early Intervention: A Professional Resource.
PUB DATE- 96
NOTE- 386p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; Consultation Programs;

ED 414 704 EC 306 050

Cohen, Shirley
Targeting Autism: What We Know, Don't Know, and Can Do to Help Young Children with Autism and Related Disorders.
PUB DATE- 98
NOTE- 215p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Augmentative and Alternative Communication; *Autism; Behavior Modification; Case Studies; Child Development; *Child Rearing; Clinical Diagnosis; Definitions; Etiology; Family Environment; Family Problems; *Intervention; *Outcomes of Treatment; *Symptoms (Individual Disorders); *Therapy
IDENTIFIERS- Facilitated Communication

This book reviews the current state of research and practice in intervention for children with autism. The 10 chapters are organized into three parts, on the nature of autism, treatment of autism, and possibilities for a cure and recovery from autism. Chapter 1 introduces definitions and characteristics of autism. Chapter 2 considers what it is like to be autistic, based on statements of autistic individuals. Chapter 3 addresses developmental patterns seen in autistic individuals from preschool through young adulthood. Chapters 4 and 5 consider the impact of autism on the family. Chapter 6 examines current intervention programs such as the behavioral intervention developed by Ivar Lovaas. Inequities in access to expensive interventions such as the in-home preschool intervention of Lovaas are addressed in chapter 7. Chapter 8 describes other alternative treatments including diet, auditory integration training, sensory integration therapy, and facilitated communication. Chapter 9 considers possible "recovery" and reviews data on long-term outcomes. The final chapter urges work on the neurobiological causes of autism, pharmacological treatment, and behavioral/educational interventions. It also stresses the need to provide all children with state-of-the-art autism intervention services. Appended are diagnostic criteria for autistic disorder and a list of resources. (Contains 150 references.) (DB)

ED 414 705 EC 306 052

Bramer, Jennifer S.
Succeeding in College with Attention Deficit Disorders: Issues and Strategies for Students, Counselors and Educators.
PUB DATE- 96
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; *Academic Persistence; *Attention Deficit Disorders; Case Studies; Clinical Diagnosis; College Students; Definitions; Educational Diagnosis; Higher Education; *Self Management; Student Adjustment; Student Attitudes; Student Characteristics; *Student Development; *Study Skills

This guide for students with Attention Deficit Disorders (ADD) and their counselors and teachers offers practical advice for treatment of pragmatic theory, and the third paper, "Psykolingvistik, fremmedsprogspaedagogik og undervisningspraksis i 'Interlanguage Pragmatics'" (Psycholinguistic, Foreign Language Pedagogical, and Instructional Practice in "Interlanguage Pragmatics"), by Torben Vestergaard, discusses the dissertation's review of foreign language pedagogical aspects. (VL)

ED 414 723 FL 024 617

Moore, Zena; English, Mark
Linguistic and Cultural Comparisons: Middle School African American Students Learning Arabic.
PUB DATE- 97
NOTE- 38p.; Paper presented at the Northeast Conference on the Teaching of Foreign Languages (April 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Arabic; *Black Students; Comparative Analysis; Contrastive Linguistics; *Cultural Awareness; Educational Objectives; Group Dynamics; Intermediate Grades; Junior High Schools; *Middle Schools; *National Standards; Peer Teaching; Second Language Instruction; Second Languages; Social Influences; Sociolinguistics; Transfer of Training; Uncommonly Taught Languages
IDENTIFIERS- African Americans; Middle School Students; *National Standards for Foreign Language Learning

This study investigated the experiences and behavior of eight African American students participating in an experimental Arabic second language course in an inner city middle school. Data were drawn from student and teacher journals and two videotaped class sessions, one in an early stage and one in a late stage of the two-semester course. Analysis focused on how the class met the comparison goal of the recent national standards for foreign language learning. The study gathered information on students reasons for learning foreign languages in general and Arabic in particular, growth in student awareness of cultural differences between their native (American) and Arabic cultures, student learning styles, classroom dynamics, transfer of linguistic knowledge from one language to the other, use of students as peer teachers, and students' ability to apply learned materials in real-life situations. Student progress during the course of the class is summarized, and the teacher's reflections on his experience are included. It is concluded that the extensive cultural information presented in the class made the students' language learning experience more meaningful. Contains 43 references. (MSE)

ED 414 724 FL 024 799

Hori, Utako; Ito, Tokumi; Kitazawa, Mieko; Masuda, Masako; Ogiwara, Chikako; Saito, Mariko; Yoneda, Yukiyo
Analysis of Intermediate-Level Japanese Learners' Speech: An Attempt To Clarify the ACTFL-OPI Criteria.
PUB DATE- 96
NOTE- 23p.; Paper presented at the Annual Meeting of the Japan Association for Language Teaching (November 1996).
LANGUAGE- Japanese
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Practice.
PUB DATE- 96
NOTE- 15p.; For serial publication in which this article appears, see FL 024 940.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Foreign Countries; Higher Education; *Independent Study; Language Research; *Learning Processes; *Learning Theories; Linguistic Theory; *Personal Autonomy; Secondary Education; Theory Practice Relationship
IDENTIFIERS- Trinity College (Ireland); Zone of Proximal Development

The concept of autonomy in second language learning is explored by tracing some steps in the evolution of theory and practice. The first section relates one definition of learner autonomy ("the ability to take charge of one's learning") to self-instruction in language learning and to research in language learning at the adult level. The second section describes a successful attempt to promote autonomous learning in a secondary school classroom and subsequent developments in theory. The third section then elaborates a theory of learner autonomy designed to apply differently to these two very different kinds of language learning, incorporating the notions of action knowledge, zone of proximal development, and other principles of child development. The fourth describes a current application of the theory to language learning projects at the Centre for Language and Communication Studies at Trinity College (Dublin, Ireland), and a concluding section suggests how the theory of learner autonomy might be further explored and elaborated. Contains 16 references. (Author/MSE)

ED 414 747 FL 024 942

O'Gorman, Elizabeth
An Investigation of the Mental Lexicon of Second Language Learners.
PUB DATE- 96
NOTE- 18p.; For serial publication in which this article appears, see FL 024 940.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Associative Learning; Chinese; *Cognitive Development; Comparative Analysis; Contrastive Linguistics; *English (Second Language); Foreign Countries; Interlanguage; Language Research; Linguistic Theory; Second Language Learning; *Transfer of Training; *Vocabulary Development
IDENTIFIERS- Hong Kong

A study investigated the organization and development of second language lexicons among Hong Kong learners of English as a Second Language (ESL). Specifically, it compared the associations promoted by a single list of 20 frequent, common words in the learners' native language (L1, Chinese) and second language (L2, English). Subjects were 22 teacher trainees with mid-level English proficiency. They heard the list of English words and then in Chinese, and were asked to write the first word that entered their minds. The responses were analyzed for the frequencies of different response words, and the results compared to determine which similar semantic prompts inspired different responses in the two languages, and which inspired different responses. Results suggest that the L1 and L2

DESCRIPTORS- Age Differences; *Classroom Techniques; *Curriculum Design; *English (Second Language); Language Proficiency; Language Skills; *Literacy Education; *Mathematics Instruction; Second Language Learning; Standards; Student Evaluation
IDENTIFIERS- ERIC Digests; National Council of Teachers of Mathematics

This digest focuses on reforming mathematics instruction for English-as-a-Second-Language (ESL) students who have had limited or interrupted schooling in their first language. These students--referred to as ESL literacy students--must learn in a linguistically and culturally unfamiliar environment, construct understanding without the background knowledge that their classmates employ to make assumptions, and process new information. They must have access to math content from the beginning of their formal education. This calls for modifications in the delivery of instruction. By integrating math and language teaching, innovative courses can provide experiences that bridge gaps in literacy students math knowledge and expand their communicative competence in English, and ultimately prepare them for success in future math coursework. The digest discusses correlating mathematics instruction with language skills building, the National Council of Teachers of Mathematics standards and effective instructional strategies for literacy students, designing appropriate math curricula for literacy students (including clustering objectives and considering three important variables: students' ages, English proficiency levels, and developmental levels), and assessing literacy math students' progress. (JL)

ED 414 770 FL 024 989

LeLoup, Jean; Ponterio, Robert
Internet Technologies for Authentic Language Learning Experiences. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; Databases; *Educational Technology; *Electronic Mail; *Internet; Second Language Instruction; Second Language Learning
IDENTIFIERS- ERIC Digests

With the focus on language, culture, and communication in the national standards for foreign language learning, foreign language teachers are continually searching for better ways of accessing authentic materials and providing experiences that will improve their students knowledge and skills in these target areas. This digest highlights a number of Internet applications that can be used to enrich the foreign language classroom: electronic mail; electronic lists; electronic journals; the World Wide Web; streaming audio and video; search engines; remote access to libraries and databases; file transfer; and chat, audio, and video communication. (Author/JL)

ED 414 771 FL 801 210

English as a Second Language Volunteer Tutor Manual.

Institutional Research program, a national longitudinal study of 12,000 students from the 1985 freshman class. Analysis were limited to 2,563 college students who had earned an SME bachelor's degree, found that students from engineering and the physical sciences who were most likely to enroll in SME graduate programs, followed by students from the biological and mathematics/computer sciences. While there were no gender differences in the likelihood of enrollment in SME graduate programs among students from the biological sciences and engineering, men from the physical and mathematics/computer sciences were more likely than women in those field to pursue SME graduate education. Using regression analysis, it was determined that the strongest predictor of women's enrollment in SME graduate programs was having a precollege interest in making a theoretical contribution to science. Women's pursuit of SME graduate degrees was also positively affected by having a mother who was either a research scientist or college teacher. Two appendixes provide variable definitions and coding schemes and factor scales. (Contains 41 references.) (MDM)

ED 414 792 HE 030 685

Helm, Edward G.; Sedlacek, William E.; Prieto, Dario O.
Career Advising Issues for African American Entering Students.
  Research Report #2-97.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Advising; *Black Students; *Career Counseling; Career Planning; *College Freshmen; *Educational Attitudes; Graduate Study; Higher Education; Models; Referral; Role of Education; Sex Differences; Socioeconomic Influences; *Student Attitudes
IDENTIFIERS- *African Americans; University of Maryland College Park

A total of 343 first-year, African-American students at the University of Maryland College Park completed a questionnaire on a variety of topics including career and advising issues to determine the career needs and interests of these students. The reasons African-American students most often reported for going to college were to get a better job (25 percent), to develop themselves generally (22 percent), to gain a general education (14 percent), and to prepare for graduate school (14 percent). Females (42 percent) were more likely to remain in college so they could attend graduate school than were males (21 percent). When asked about barriers to their career goals, females (39 percent) cited personal finances more often than did males (28 percent), while males (22 percent) more often cited lack of motivation than females (8 percent). While there was some interest in career counseling among all the students, females expressed more interest than males. The results are discussed in relation to a model of career advising based on noncognitive variables, including how to make referrals to a career counselor. Tables provide mean and standard deviations by gender; list noncognitive diagnostic questions; and profile high and low scorers on noncognitive variables. (Contains 15 references.) (MDM)

ED 414 793 HE 030 686

Engstrom, Catherine McHugh; Sedlacek, William E.
Attitudes of Heterosexual Students toward Their Gay Male and

Young, Beth Aronstamm; Bae, Yupin
Degrees Earned by Foreign Graduate Students: Fields of Study and Plans after Graduation. Issue Brief.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Degrees (Academic); *Doctoral Degrees; Educational Trends; *Foreign Students; *Graduate Study; Graduate Surveys; Higher Education; *Majors (Students); Masters Degrees; National Surveys; Place of Residence; Statistical Data; Tables (Data); Trend Analysis
IDENTIFIERS- *Integrated Postsecondary Education Data System; *Survey of Earned Doctorates

This issue brief uses narrative, tables, and graphs to summarize data on degrees earned by foreign graduate students in the United States, the percentage of foreign graduate students in the United States, the home countries of foreign doctoral students, their major fields of study, and their plans after graduation. Data were obtained from two surveys the Survey of Earned Doctorates and the Integrated Postsecondary Education Study Data System. Among major findings are: (1) In 1994, foreign graduate students earned 12 percent of all master's degrees and 27 percent of all doctor's degrees (up from 6 and 11 percent in 1977); (2) students from five countries (the People's Republic of China, Korea, Taiwan, India, and Canada) made up 53 percent of all foreign doctoral students; (3) between 1985 and 1995, the proportion of foreign doctoral students with definite commitments to stay in the United States after graduation increased from 46 to 54 percent; and (4) most students with such commitments earned doctoral degrees in science and engineering. (DB)

ED 414 813 HE 030 792

Compilation of Student Financial Aid Regulations through 12-31-96 and Index to the Federal Student Financial Aid Handbook, 1996-97, and the Compilation of Student Aid Regulations (through 12/31/95).
PUB DATE- 97
NOTE- 649p.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Eligibility; Federal Aid; *Federal Legislation; *Federal Regulation; Grants; Higher Education; Scholarships; *Student Financial Aid; Student Loan Programs; Work Study Programs

This compilation includes regulations for student financial aid programs as published in the Federal Register through December 31, 1996; it includes the major regulation packages published in November and December 1996 as well as regulations going back to 1974. An introduction provides guidance on reading and understanding federal regulations. The following regulations are covered: Drug Free Schools and Campuses; Family Educational Rights and Privacy; institutional eligibility under the Higher Education Act of 1965, as amended; the Secretary's procedures and criteria for recognition of accrediting agencies; the Secretary's recognition procedures for state agencies; the Paul Douglas Teacher Scholarship Program; the Robert C. Byrd Honors

Anagnopoulos, Cheryl L., Ed.; Ochse, Roger, Ed.; Wolff, Roger, Ed.
Black Hills State University Research and Scholarly Work Symposium Proceedings (Spearfish, South Dakota, April 11, 1994).
PUB DATE- 97
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Attitudes; Affective Behavior; American Indians; Citizenship Education; *College Instruction; Critical Thinking; Cultural Context; Educational Research; Elementary Secondary Education; Geography Instruction; Higher Education; *Instructional Innovation; Law Related Education; Life Events; Mythology; Older Adults; Physical Education; Qualitative Research; *Scientific Principles; Sex Stereotypes; State Universities; Student Journals; Symbols (Literary); *Teacher Effectiveness; Undergraduate Students; *Writing Improvement
IDENTIFIERS- *South Dakota

This proceedings contains papers from a symposium conducted to promote the professional sharing of scholarly accomplishments of Black Hills State University faculty and students. The symposium also provided a forum for discussion of current issues related to the presentations. The papers, representing a variety of disciplines, are as follows: "The Internationalization of Geography Departments in American Colleges and Universities" (Roger Miller); "Increasing Teaching Effectiveness with the Physical Education Assertive Teaching Instrument" (Betsy Torrence); "An Investigation of the Student Journal as a Tool for Identifying and Resolving Writing Problems of Undergraduate Students" (Roger Ochse); "Effect of Patriarchal Structuring on Diagnosis of Mental Illness" (Elanor Pearson-Mizel); "Choosing the Snake Husband: Moskogee Watersnake Mythology in Joy Harjo's 'Flood'" (Alice Bedard Voorhees); "Raman Spectroscopic Investigations of Alkali Silicate Glasses at Ultra-High Pressures" (Dan Durben); "The Status of Native American Hunting and Fishing Rights as a Product of Historical Use and Judicial Interpretation" (Cheryl Cosenza-Weiand and John Glover); "South Dakota Principals' Perceptions About, Attitudes Toward, and Knowledge of Law-Related and Civic Education Practices in Their Schools" (Roger Wolff); "Reader Response: The Affective Side of Critical Thinking" (Carol Hess); "Using Qualitative Research in Education (Kristi Pearce); "Modified Oligonucleotide Viability Assays Through the Use of Flanked Homopolymer Sequences" (Doug Dellinger, Peter deLannoy, and Joseph Howell); "Working Memory Limitations on Older Adults' Sentence Production" (Cheryl Anagnopoulos); and "Death, Taxes and Change: A Look at Life Transitions from a Counseling Perspective" (Mimi Tschida). (SW)

ED 414 830 HE 030 814

Anagnopoulos, Cheryl, Ed.; Ochse, Roger, Ed.; Wolff, Roger, Ed.
Black Hills State University Research and Scholarly Work Symposium Proceedings (Spearfish, South Dakota, May 2, 1995).
PUB DATE- 97
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Alcohol Abuse; *American Indians; Behavior Change; College Instruction; College Students; Community Benefits; *Cultural Differences; Economic Development; *Economic Impact; Elementary Secondary Education; Ethical Instruction;

and canceling disbursements and loans. Chapter 3 is on booking the loan (submission of the loan origination record, the promissory note, and the first actual disbursement record). Chapter 4 covers cash management procedures such as accounting for direct loan funds and determining the drawdown account. The data matching process of loan and cash detail records is the subject of chapter 5. The last chapter is on the reconciliation file and problem resolution. It covers creation of the reconciliation file, the data matching process, problem resolution, and common reconciliation problems/resolutions. (DB)

ED 414 848 HE 030 836

Myers, David E.; Moore, Mary T.
The National Evaluation of Upward Bound. Summary of First-Year Impacts and Program Operations. Executive Summary.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 97
NOTE- 10p.; For other reports in this series, see HE 030 837-838.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Aspiration; Access to Education; College Bound Students; Compensatory Education; Disadvantaged Youth; *Dropout Rate; *Economically Disadvantaged; Enrichment Activities; High Schools; Higher Education; Hispanic Americans; Longitudinal Studies; Minority Groups; Noncollege Bound Students; Partnerships in Education; Program Effectiveness; Student Educational Objectives
IDENTIFIERS- *Upward Bound

This monograph presents the executive summary of a study evaluating the first-year impacts and program operations of Upward Bound, a federal pre-college program designed to help economically disadvantaged students complete high school and gain access to post-secondary education. In 1996, 45,000 students participated in the program through projects offered by 601 grantees; the average cost per student was $3,800. Most students enter Upward Bound in ninth or tenth grade and participate in a multi-year program of weekly activities during the school year and an intensive summer program that simulates college. The study found two major impacts of Upward Bound--first, participating students expect to complete more schooling than similar students not in the program and, second, the program has a positive impact on the number of academic courses participants take. Other findings included: students who benefited most initially were those with lower academic expectations; Hispanic students appeared to benefit most from the program among racial/ethnic groups examined; the program showed no impact in the first year on participants' high school grades; many students left the program in the first year; and most Upward Bound projects focused on providing a rich and challenging program. (DB)

ED 414 849 HE 030 837

Myers, David E.; Schirm, Allen L.
The National Evaluation of Upward Bound. The Short-Term Impact of Upward Bound: An Interim Report.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 97
NOTE- 125p.; For other reports in this series, see HE 030 836-838.
LANGUAGE- English

case studies, illustrations and highlighted text, worksheets to make calculations, sample forms, and quizzes. Included in the introductory chapter are: general resource information; features of two data exchange programs for Pell Grants; a list of customer service lines for student financial aid programs; information on three national associations that provide technical assistance and training; and a list of Department of Education student financial aid program regional offices. (SW)

ED 414 866 HE 030 865

Gender and Race on the Campus and in the School: Beyond Affirmative Action. Proceedings of the AAUW College/University Symposium (3rd, Anaheim, California, June 19-21, 1997).
PUB DATE- 97
NOTE- 418p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Academic Persistence; Adult Students; Affirmative Action; *Attitude Change; Career Choice; Case Studies; Classroom Environment; College Curriculum; *College Students; Cultural Pluralism; Education Work Relationship; Elementary Secondary Education; Employment Practices; *Faculty Development; *Feminism; Graduate Students; Higher Education; Leadership Qualities; Majors (Students); Nondiscriminatory Education; Nursing Education; *Racial Bias; Reentry Students; Science Education; Sensitivity Training; *Sex Fairness; Sexual Harassment; Social Work; Student Attitudes; Teacher Characteristics; Teacher Education; Women Faculty; Womens Studies; Writing Instruction
IDENTIFIERS- Wellesley College MA

These symposium proceedings on gender and race in education explore current research on equity and examine successful initiatives and model programs. The 41 papers are organized in eight sections titled: "Shifting the Paradigm"; "Model Programs"; "Faculty Diversity and Development"; "Curriculum and Teaching Methods"; "Student Attitudes and Achievement"; "Teacher Education"; "Student Self-Image and Success in Grades K-12"; and "Organizational Perspectives". Paper topics include: equal educational opportunity; multiculturalism; monocultures; videotaped interviews as tools for exploring gender and race; combating campus prejudice; reentry students; gender equity; sexual harassment of faculty; race, gender, and queer theory; identity and cultural diversity; student perceptions of classroom climate; student attitudes about affirmative action and antidiscrimination policies; the gender gap for women in higher education; strategies to enhance persistence in female graduate students; African American perceptions of mathematics; progressive education and feminist pedagogy; inclusion; gender equity in the elementary classroom; preservice teacher attitudes about gender-equitable teaching methods; multicultural perspectives in teacher education; academic success of girls in mathematics and science; gender and racial influences on child behavior; legal standards for judging peer sexual harassment in primary and secondary schools; the culture of women's sports; the impact of Title IX; the "Leadership Institute," model program; and the Wellesley centers for women. (Individual papers contain references). (CH)

ED 414 867 HE 030 866

Achieving Gender Equity in the Classroom and on the Campus: The Next Steps. AAUW Pre-Convention Symposium (Orlando, Florida,

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change; Developed Nations; *Educational Needs; Employment Qualifications; *Entrepreneurship; Foreign Countries; Futures (of Society); *Job Skills; *Modernization; On the Job Training; Postsecondary Education; *Retailing; Secondary Education; *Small Businesses
IDENTIFIERS- Greece; Ireland; Netherlands; Portugal

Using the case study method, research was synthesized on micro-enterprises in Europe and the effects of changes in work organizations on employee qualifications and vice versa. The research focused on retail operations employing 10 or fewer staff. Five case studies were conducted in each of four member states of the European Union--Greece, Ireland, the Netherlands, and Portugal. The research found that the changing nature of retail operations (i.e., the growth of giant retail chains and changes in modes of transportation, work hours, and demographics) presents both problems and opportunities for small retailers. Although they often lose customers to the lower-priced chains, they can also supply a dimension of customer services that the large enterprises cannot. The study provides information about the complex and demanding character of modernization processes on small businesses. It shows that job training for such enterprises must take place on the job and be compatible with the routines of the businesses. On-the-job continuing vocational training in micro-enterprises could be provided if the learning content can be broken down and systematized. (Contains 18 references) (KC)

ED 414 418 CE 075 304

Achieving Adult Literacy in Florida. Florida Adult Literacy Plan Status Report. Fiscal Years 1992 and 1993.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; High School Equivalency Programs; *Literacy Education; *Outcomes of Education; Program Effectiveness; Program Implementation; State Legislation; *State Programs; *Student Characteristics
IDENTIFIERS- *Florida

This report summarizes for fiscal years 1992 and 1993 the adult education activities that were implemented throughout the state of Florida in response to and in support of the Florida Model Literacy Program Act of 1987 (Florida Adult Literacy Act). The report also summarizes activities initiated under "Blueprint 2000," a system of school improvement and educational accountability. Highlights include the following: (1) 195,220 adults participated in adult basic education (ABE) basic literacy classes in 1992-1993, exceeding the state goal by more than 3,000; (2) in Fiscal Year (FY) 1992, 436,832 adults were enrolled with local education agencies; (3) of the 183,776 students enrolled in the basic level of ABE during FY 1993, 37 percent completed the course, 34 percent continued their studies into the next fiscal year, and 29 percent left the program; (4) of the 173,291 students enrolled in high school completion or General Educational Development test preparation courses during FY 1993, 36 percent completed the course of study, 40 percent were continuing the course of study into the next fiscal year, and 24 percent left the program; (5) local agencies reported many accomplishments grouped under the seven some aspect of their jobs or organizations, connecting with new employment can be unsettling. The following are some ways workers can use career mobility to capitalize on opportunities in the workplace: have a positive attitude; develop new skills and competencies; engage in career exploration; be willing to compromise; seek career counseling; and be creative. Career mobility is a trend that is likely to continue as workers assume more responsibility for their career development and advancement. (Contains 14 references.) (MN)

ED 414 437 CE 075 347

Consultation on Workplace Literacy (Ottawa, Ontario, Canada, June 11-12, 1997). A Report = Consultation sur l'Alphabetisation en Milieu de Travail (Ottawa, Ontario, Canada, 11-12 juin 1997). Rapport.
PUB DATE- 97
NOTE- 109p.
LANGUAGE- English; French
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140),Reports - General (140)
DESCRIPTORS- Adult Basic Education; Basic Skills; Business; Employees; Foreign Countries; French; Governance; Government School Relationship; Labor Force Development; *Literacy Education; National Organizations; *Needs Assessment; School Business Relationship; Teachers; *Workplace Literacy
IDENTIFIERS- *Canada

This report describes a meeting of Canadian partners who had experience in workplace literacy and represented different sectors that was convened to develop two lists of priorities for possible projects--those of interest to all sectors and of interest to each sector. Participants identified six clusters of priorities across Canada: marketing/promotion (awareness, increased consciousness); vision and accountability; research, standards, and measurement; work force, learners, and learning culture; delivery, dissemination, and field development; and partnerships. For each priority, participants generated three or four issues in the form of questions that could generate results. Participants examined priorities for these individual sectors: labor, business, government, research, joint/national groups, and practitioner/coordinators. Each sector identified three or four priority issues that were specific to that sector. Again, the issues were in the form of questions that could generate results. Following the 10-page narrative, each sector priority issue is analyzed according to the following: (1) why this is an issue; (2) initial steps that would address this issue (including who is responsible and start and finish dates); and (3) what might hinder the implementation of these steps. Appendixes include two lists of needs--those participants believed had yet to be addressed across all sectors and those that had already been addressed across all sectors; consultation agenda; evaluation summary; and participant list. (YLB)

ED 414 438 CE 075 352

Gray, William W.; Wicklund, Dennis G.
Creating Local School-to-Work Partnerships. Bulletin No. 98136.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

DESCRIPTORS- Academic Education; Advisory Committees; *Articulation (Education); Biological Sciences; Competence; *Competency Based Education; Conservation (Environment); Consortia; Curriculum Guides; Employment Opportunities; Employment Projections; *Environmental Education; *Environmental Technicians; Grade 11; Grade 12; High Schools; Labor Market; Models; Natural Resources; Pollution; Research Methodology; Teaching Guides; *Tech Prep; Technical Institutes; Technical Occupations; Two Year Colleges
IDENTIFIERS- Curriculum Mapping; South Western City Schools OH

This document contains materials developed for and about the environmental technology tech prep program of the South-Western City Schools in Ohio. Part 1 begins with a map of the program, which begins with an environmental science technology program in grades 11 and 12 that leads to entry-level employment or a 2-year environmental technology program at a community college that in turn leads to a technical career or transfer to a four-year college or university. Also included in part 1 are the high school curriculum pathways and pathway narratives. Part 2, which constitutes approximately 90% of the document, lists the program's (unleveled) secondary technical and academic competencies. In part 3, the secondary competencies are leveled for a high school. Parts 4-7 contain the following: postsecondary competencies; labor market data; list of advisory/review committee members; and program application (information on employment opportunities in the area, potential exit occupations for the program, and plans for the program's delivery). The following are among the categories of competencies included: environmental management and resource conservation; local and global natural resources; industrial pollution control; environmental project coordination; environmental assessment; biological surveying and monitoring; the scientific method; and research methodology. (MN)

ED 414 457 CE 075 376

Multi-Competency Health Technologies.
PUB DATE- 96
NOTE- 499p.; Product of the Heart of Ohio Tech Prep Consortium. For related documents, see CE 074 822 and CE 075 373-377.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Advisory Committees; *Allied Health Occupations Education; *Articulation (Education); Competence; *Competency Based Education; Consortia; Core Curriculum; Curriculum Guides; Employment Opportunities; Employment Projections; Grade 11; Grade 12; *Health Personnel; High Schools; Information Management; Labor Market; Medical Assistants; Models; Nursing; Teaching Guides; *Tech Prep; Technical Institutes; Technical Occupations; Two Year Colleges
IDENTIFIERS- Curriculum Mapping; South Western City Schools OH

This document contains materials developed for and about the multicompetencies health technologies tech prep program of the South-Western City Schools in Ohio. Part 1 begins with a map of the program, which begins with a health technologies core in grades 11 and 12 that leads to entry-level employment or one of four 2-year programs at a community college (medical assisting technology, multicompetency health technology, nursing technology, and health information management technology) that in turn lead to a technical career or transfer to a four-year college or university. Also included in part 1 are the secondary and postsecondary curriculum for a vocational school

Reviews; *Organizational Change; Records (Forms); Trend Analysis; Work Environment
IDENTIFIERS- *Multinational Corporations

The current status of diversity initiatives in eight U.S.-based multinational corporations was examined through a process involving semistructured interviews of diversity managers and analysis of their annual reports for fiscal 1996 and related documents. The 8 corporations were randomly selected from the 30 multinational corporations in Illinois. The corporations defined diversity sufficiently broadly that it could include everyone in the organization. Seven factors influenced diversity in these corporations: demographic changes; diverse marketplace; need to improve productivity and remain competitive; globalization; top management's focus on diversity as a business strategy; legal concerns; and diverse work teams. In the corporations studied, 116 domestic diversity initiatives in the following areas were identified: leadership and management, training and education, community relations, communication, performance and accountability, work-life balance, and career development. Although education and training were determined to be the most effective diversity initiatives, companies were placing greatest efforts in leadership and management (which ranked second in effectiveness). The corporations studied were also implementing a variety of diversity initiatives at the international level. (Contains 81 references. Appended are a list of the types of related documents collected and the annual report and related document analysis forms.) (MN)

ED 414 476 CE 075 407

Bragg, Debra D.; Puckett, Paula A.; Reger, William, IV; Thomas, Helen Sue; Ortman, Joan; Dornsife, Carolyn
Tech Prep/School-to-Work Partnerships: More Trends and Challenges.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 163p.; For the 1993 survey, see ED 374 336.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Consortia; Coordination; *Education Work Relationship; Educational Change; Educational Needs; Educational Objectives; Educational Policy; *Educational Trends; Field Studies; Followup Studies; High Schools; Instructor Coordinators; Needs Assessment; *Partnerships in Education; Program Implementation; Statewide Planning; *Tech Prep; Trend Analysis; Two Year Colleges; *Vocational Education

In 1993, 473 (55%) of the nation's 855 local tech prep consortia were surveyed regarding tech prep's goals, policies, practices, and obstacles. The 397 responding consortia (response rate, 84%) were sent follow-up surveys in 1995. Responses were obtained from 339 (85%) of the consortia. The follow-up survey revealed the following: increases in the prevalence of tech prep consortia across the nation and involvement of businesses, community-based organizations, and postsecondary education in local tech consortia; a more diversified approach to public finance of tech prep; and continued strong support for tech prep among key stakeholder groups. Among the identified lingering challenges and barriers to tech prep's implementation were the following: lack of clarity and consensus surrounding tech prep's fundamental purpose; lack of involvement by four-year colleges and universities; and lack of instructor preparation in integrating academic and vocational subject inconsistent with the hypothesis that firms fully utilize the information on race. (Thirty-eight references and 10 tables are included. Appended are the standard deviations, minimum and maximums of the variables used in the analysis and data on the relationship among wages, schooling, AFQT, and parental education.) (MN)

ED 414 493 CE 075 457

Barwuah, Adjei; Green, Muriel; Lawson, Liz
Additional Support, Retention and Guidance in Urban Colleges.
PUB DATE- 97
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Case Studies; Check Lists; Counseling Services; Data Collection; Delivery Systems; *Dropout Prevention; Dropout Research; Dropouts; English (Second Language); Foreign Countries; *Information Utilization; Questionnaires; Remedial Instruction; *School Counseling; *School Holding Power; Special Needs Students; Student Attrition; Student Educational Objectives; Student Needs; *Technical Institutes; Two Year Colleges; Urban Areas; *Urban Education
IDENTIFIERS- *England

This document examines three studies that explored additional support, retention, and guidance in England's urban colleges. The foreword and summary discuss the mission, focus, and results of each study. "Funding and Tracking Additional Support in Basic Skills and ESOL (English for Speakers of Other Languages)" (Liz Lawson, Philida Shellekens) reports a study that identified the basic skills and ESOL needs of mainstream and disabled students. In "Retention of Students across Different Programmes" (Adjei Barwuah, Felicity Munday) describes and identifies reasons for variations in program retention rates. "Using Destinations Data to Improve Guidance and Support" (Muriel Green, Jackie Sadler), documents how colleges can improve their use of destinations data. The conclusion highlights key messages, common themes, and issues, including the following: additional funding needs, improved guidance, coherent strategies of early identification and follow-up, and the significance of the urban dimension. Seventeen tables/figures are included. Appended are the following: background to Further Education Funding Council funding of additional support; case studies of support of colleges and studies; checklist to help achieve effective support delivery and claim submission; student profiles by age, gender, and ethnicity; student questionnaire regarding guidance and progression after age 17; guidelines for establishing and managing a process to capture feedback from early leavers; and checklist for collecting and using destinations data to improve guidance and support. Contains 14 references. (MN)

ED 414 494 CE 075 458

Bloomer, Martin; Hodkinson, Phil
Moving into FE: The Voice of the Learner.
PUB DATE- 97
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *College Students; *Educational

which is intended for the following audiences: institutions considering or actually undergoing reaccreditation; new accrediting commission evaluators; and trained evaluators. The following are among the topics covered in the course's eight sessions: DETC Accrediting Commission (history, founding principles, philosophy, functions, handbook, selection of members); accreditation process (standards, steps, flowchart); service as an accrediting commission evaluator (qualities, benefits, prerequisites, duties, ethics, conflicts of interest); self-evaluation report (purposes, development, tips for use, contents); educational standards evaluator (tasks, role, questions, tips); business standards evaluator (tasks, key focus points); committee chair (responsibilities, duties of the chair before the site visit, orientation executive breakfast meeting, orientation to the school, working luncheon meeting, conclusion of the site visit, purpose and contents of the chair's report, school's response to the chair's report) and report writing (structure of the examiner's rating form, importance of documenting all "no" answers, tips on writing to the report's audiences, guidelines for additional comments, compilation, other commission forms). Concluding the document is a section containing information about the final examination, the actual final examination, and an answer sheet. (MN)

ED 414 513 CG 027 040

Cahill, Mildred; Martland, Sandra
Extending the Reach: Distance Delivery in Career Counseling: ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Awareness; *Career Counseling; *Career Development; Career Guidance; Careers; Counseling Techniques; *Distance Education; Foreign Countries; Geographic Isolation; Individual Development; *Rural Areas; Rural Population; Social Development; Technological Advancement; Vocational Interests
IDENTIFIERS- Canada; ERIC Digests; *Life Planning; *Remote Access

Generations of rural people have relied on resource industries for their livelihoods. This digest examines how modern technologies allow career counselors to serve this population. In distance career counseling, four factors must be considered: (1) community characteristics, such as the informal hiring practices seen in many rural communities; (2) nature of the labor market, where some rural communities have a restricted range of occupational opportunities; (3) rural communities in transition, where many rural labor markets are changing; and (4) rural culture, in which many rural careers involve a wide range of non-market activities. Distance career counselors can use a variety of communication technologies to deliver programs, such as audio-teleconferencing, which is available in any place with regular phone service. Video-cassette players may also be used and can help parents work with their children in exploring career options. Print materials, such as workbooks, can explain career development issues and strategies and can provide clients with a record of their experiences. In any such program, several factors can enhance success.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; Drug Use; Elementary Secondary Education; Guides; *Parent Materials; *Prevention; Resource Centers; *Resource Materials; *Substance Abuse

Parents and guardians have a tremendous influence on the attitudes and behavior of their children, especially when it comes to substance abuse. Information and referrals to assist parents and guardians, as well as information and resources for prevention specialists and community leaders, are provided in this resource guide. The guide was compiled from a variety of publications and databases and represents the most current information to date, although it is not an all-inclusive listing of materials on this topic. It opens with an overview of prevention materials, featuring materials for parents' personal interest, as well as materials for parent educators, counselors, and community leaders. The next section provides synopses of studies, articles, and reports regarding adolescent substance use, parental influences, multicultural issues, and information derived from national surveys. Each synopsis includes complete publication information. Some research on studies, articles, and reports about parenting and drug-abusing women also appears in this research section. The last portion of the guide lists groups, organizations, and programs dedicated to supporting children and preventing substance abuse. A list of Internet access sites is also included in this section. (RJM)

ED 414 531 CG 028 191

Hartung, Paul J.; Rogers, James R.
Career Salience and Gender-Role Attitudes in Medical Students.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Careers; *Family Involvement; Family Life; Family Role; *Family Work Relationship; Higher Education; Job Satisfaction; *Medical Students; Professional Training; *Sex Differences; *Sex Role; Sex Stereotypes
IDENTIFIERS- *Career Salience; Equal Rights; Gender Issues

Work and family form a core relationship in people's lives and many individuals struggle to balance these responsibilities. To explore this balance, some of the issues surrounding attitudes toward gender equality and work-family commitment as related to medical students, are examined in this report. The research focused on patterns of commitment to work and family among 271 medical students in an accelerated, six-year medical training program. The students' attitudes toward feminism and the women's movement were examined, as well as the extent to which commitment to work, commitment to family, and attitudes toward feminism and the women's movement interrelate. Results of the study revealed significant class rank differences in measures of work and family commitment, suggesting that third-year medical students were more committed to home and family than were students in lower ranks. A significant sex difference in scores on a measure of gender-role attitudes was also found, indicating that female medical students feel more positively

*Minority Groups; *Practicum Supervision; *Racial Discrimination; Student Attitudes; Student College Relationship; Student Experience; *Teacher Student Relationship
IDENTIFIERS- *Counselor Supervisors

Little is known about the science and practice of cross-cultural clinical supervision and almost nothing is known about minority trainees' preparation for supervision competency with a minority supervisor. To fill this void, the supervision contents, processes, and outcomes related to the minority-minority supervision dyad are examined in this study. The focus is on the general critical issues with which the minority supervisor and supervisee might be confronted. Its purpose is to stimulate thinking about how: (1) individual minority supervisors might become better prepared to engage and provide an appropriate climate for optimal professional development of racial/ethnic minority trainees; and (2) training programs and sites might begin to rethink how they might better prepare themselves and trainees to provide the most effective supervision. Emphasis is placed on the important role of the senior professional's ability to facilitate the development of the student from novice to autonomously functioning professional. Some of the negative experiences that racial/ethnic minorities may face in graduate training, and some of the potential challenges that both supervisor and supervisee might encounter are detailed. Recommendations toward minimizing the potential for negative outcomes and some of the necessary structural components for programs are offered. (RJM)

ED 414 551 CG 028 214

Skinner, Carol L.
Empowering Parents through Filial Therapy.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Counseling Effectiveness; *Counseling Techniques; Elementary Education; *Parent Child Relationship; Parent Education; *Parenting Skills; *Play; Skill Development
IDENTIFIERS- Axline (Virginia); *Filial Therapy; Rogers (Carl)

Filial therapy is a psychoeducational skills training approach in which parents are taught how to conduct child-centered play sessions with their own children. A summary of this technique is offered in this paper. Filial therapy, based on child-centered play therapy developed by Carl Rogers and Virginia Axline, allows children to express themselves through play and be free from judgment and criticism. However, its major purpose is to strengthen the parent-child relationship. Parents learn to understand their child's needs and establish in their home an atmosphere that is nonjudgmental. This therapy technique uses the assumption that a child's knowledge of self has been gained as a result of interactions with others and it has advantages compared to traditional child psychotherapy, such as acknowledging a parent's skill in parenting. With this technique, typically used with children aged 3 to 12 years, parents are taught to conduct play sessions with their children. Parents then learn to integrate these play sessions and parenting skills and then apply these new skills and knowledge with their children. Outcome research has proven the

ED 414 570 CS 216 087

Davis, Wes; Fulton, Joe
The Effects of Professors' Feedback on the Growth of Students' Overall Writing Quality in Two College Freshman English Courses.
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *College English; College Freshmen; Comparative Analysis; *Feedback; *Freshman Composition; Higher Education; Student Development; Teaching Methods; Writing Evaluation; *Writing Improvement; *Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- *Writing Quality

A comparative study examined the extent of growth in overall writing quality of college freshmen to determine whether feedback from the instructor during planning and the composing process (especially on the computer) was more effective than another instructor's feedback during conferences on each final, graded writing product in the students' outcomes. Subjects were 40 college freshmen, 20 in each comparison group. The study used a qualitative, pretest/posttest quasi-experimental design, with statistical analysis of variance (ANOVA). Results indicated that the students' growth in overall writing quality, between their pretest and posttest essays, was statistically significant for both comparison groups of writers. However, there was no significant difference between the two comparison groups in terms of the students' posttest outcomes in overall writing quality, although the group of students receiving feedback during their planning and composing did show slightly more growth in writing than did students receiving feedback after each of their essays had been graded. Findings suggest that both professors' personal feedback on their students' writing, combined with these instructors' methods for teaching freshman composition, made a statistically significant difference in their students' growth in their overall writing quality. (Contains 15 references; a description of essay scoring procedure is appended.) (Author/CR)

ED 414 571 CS 216 088

Hecht, Roger W.
The Rhetoric of Place.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; *Course Content; Higher Education; *Introductory Courses; *Rhetoric; Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS- *Academic Discourse Communities; *Syracuse University NY; Writing Contexts

At Syracuse University (New York), Writing 205 offers students an introduction to the principles of rhetoric and the concept of disciplinary discourse. The study of landscape and place serves as a conduit for students to explore design, intention, and audience--a rhetoric of place--in order to develop a ignorance, recent research suggests that it is difficult to ask probing questions and make useful suggestions about text that deals with unfamiliar material. Writing tutors must be comfortable in the role of beginner, in which they will be cast repeatedly as they confront new assignments and subjects. This role requires what developmental psychologist William Perry calls "advanced expertise in groping." To encourage the development of this expertise in groping, activities have been woven into each component of a course in tutor training. The three components of the course are reading, writing, and role-playing. Connections between a discipline's preferred style and its goals and priorities are explored. The course makes students aware of what it is like to be beginners by introducing them to composition theory, thus making them into beginners. (Contains five references.) (CR)

ED 414 591 CS 216 111

A Descriptive Guide to the 10th Grade ISTEP and High School Graduation Qualifying Exam for Indiana Parents and Students.
PUB DATE- 98
NOTE- 22p.; This guide was produced with special assistance from the Indiana Commission for Higher Education, the Indiana Department of Education, CTB/McGraw-Hill, and Indiana University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; English Curriculum; *Grade 10; *Graduation Requirements; High Schools; *Language Arts; *Mathematics Achievement; State Programs; Test Use; Testing Programs
IDENTIFIERS- *Indiana Statewide Testing for Educ Progress Plus

This booklet provides parents and students with answers to their questions about ISTEP (Indiana Statewide Testing for Educational Progress-Plus), which measures tenth-grade student achievement in English/language arts and mathematics. After a letter from Suellen Reed, Indiana's Superintendent of Public Instruction, the booklet discusses what ISTEP is and what it tests, and presents answers to 10 frequently asked questions. It then discusses how to read and interpret the detailed information about student performance included in the ISTEP report; what to do if test scores do not seem to match classroom performance; additional resources for information about ISTEP ; English/language arts proficiency content standards tested on the tenth-grade ISTEP ; and the Mathematics Proficiency Content Standards tested on the tenth-grade ISTEP . A 14-item glossary of assessment terms is attached. (RS)

ED 414 592 CS 216 112

Mallett, Sandra-Lynne J.
Some Men's Daughters: Teaching D. H. Lawrence's "The Horse Dealer's Daughter."
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)

"jump right in" and work with students' writing and still address grammar issues. Students can be provided with opportunities to actively use their grammar skills rather than passively responding to anonymous text and provides test comparisons to support this opinion. Contains primary trait scales for sentence structures and grammar, test score comparisons, and eight references. (CR)

ED 414 609 CS 509 626

Wong, Jean
A Sequential Place for Marking Incipient Repair Solution: "Yeah" in Nonnative Speaker English Conversation.
PUB DATE- 97
NOTE- 45p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Discourse Analysis; *English; Higher Education; Idioms; *Interpersonal Communication; Language Processing; Language Research; *Language Usage; *Language Variation; Native Speakers; *Speech Communication
IDENTIFIERS- *Conversation; Conversational Analysis; Nonnative Speakers; *Repairs (Language)

A study examined repair in native-nonnative (Mandarin) speaker English conversation, focusing primarily on the previously unobserved lexical element "yeah" which occurs in a speaker's ongoing or same turn at talk. Conversational analysis was used to examine the data collected and transcribed. The data was composed of roughly 120 pages of transcript, consisting of naturally occurring telephone conversations from 12 native speaker (NS) and nonnative speaker (NNS) dyads. The speakers were friends who ordinarily have occasion to chat with one another, and topics were not suggested or assigned. Results indicated that, on some occasions, NNSs use the resources of the language to create new or alternative ways of dealing with troubles in talk and, in so doing, they display their identities as NNSs--as speakers and learners of the language of interaction at one and the same time. Findings reveal how dynamic and sequentially attuned oral practices are. Findings also suggest the resources of the language which second language learners of English bring to the interaction may, at times, be different from those deployed by native speakers. (Contains 32 figures and 33 references.) (CR)

ED 414 610 CS 509 644

Herendeen, Noemi Carrera
The Art of Storytelling: Guide for Teachers.
PUB DATE- 95
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Bilingualism; *Childrens Literature; Class Activities; Elementary Secondary Education; Oral Tradition; Story Grammar; *Story Telling; *Teacher Role; Teaching Guides

Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Access to Education; Black Students; *Educational Discrimination; Educational Vouchers; Elementary Secondary Education; *Equal Education; Ethnic Groups; Magnet Schools; Nontraditional Education; Parent Attitudes; Policy Formation; Private Schools; *School Choice; *Social Stratification
IDENTIFIERS- Pell Grant Program

The debate about school choice continues in the absence of much data about its effects on student achievement, or on anything else. This volume assembles such data. The papers in this book present recent empirical results, showing that the specific features of the choice program make a great deal of difference in influencing student outcomes. The papers were presented at the Harvard School Choice and Family Policy Seminar. Following the foreword by Carol H. Weiss, the chapters include the following: (1) "Policy-Making in the Dark: Illuminating the School Choice Debate" (Bruce Fuller, Richard F. Elmore, and Gary Orfield); (2) "African-American Students' View of School Choice" (Amy Stuart Wells); (3) "Public School Choice in San Antonio: Who Chooses and with What Effects?" (Valerie Martinez, Kenneth Godwin, and Frank R. Kemerer); (4) "Equity and Choice in Detroit" (Valerie E. Lee, Robert G. Croninger, and Julia B. Smith); (5) "The Local Dynamics of Choice: Ethnic Preferences and Institutional Responses" (Jeffrey R. Henig); (6) "Who Benefits from the Milwaukee Choice Program?" (John F. Witte); (7) "Public and Private Schools Overseas: Contrasts in Organization and Effectiveness" (Marlaine Lockheed and Emmanuel Jimenez); (8) "After 15 Years: Magnet Schools in Urban Education" (Rolf K. Blank, Roger E. Levine, and Lauri Steel); and (9) "Lessons from the Largest School Voucher Program: Two Decades of Experience with Pell Grants" (Thomas J. Kane). The conclusion, "Empirical Research on Educational Choice: What Are the Implications for Policy-Makers?," is by Richard F. Elmore and Bruce Fuller. (Contains chapter references and an index.) (LMI)

ED 414 629   EA 028 803

Walling, Donovan R., Ed.
Hot Buttons. Unraveling 10 Controversial Issues in Education.
PUB DATE- 97
NOTE- 265p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *Charter Schools; Constructivism (Learning); Disabilities; *Educational Assessment; *Educational Discrimination; *Educational Trends; *Elementary Secondary Education; Homosexuality; School Choice; Sex Discrimination; Sexual Harassment
IDENTIFIERS- *Integrated Character Education

This book is a collection of essays that deal with 10 current controversial issues. The issues are also the topics of 10 recent fastbacks from the Phi Delta Kappa fastback series published between 1993 and 1996. Following the introduction, the articles include the following: (1) "Accountability" (Jack Frymier); (2) "Assessment Reform" (Herbert J. Walberg, Geneva D. Haertel, and Suzanne Gerlach-Downie); (3) "Character Education" (Kenneth Burrett and Timothy Rusnak); (4) "Charter Schools" (Lori A. Mulholland and Louann A. Bierlein); (5) "Constructivist Teaching" (John A. Zahorik); (6) "Gay and Lesbian Issues" (Donovan R. Walling); (7) "Gender Equity"

Public School Accountability. Background Paper 95-14.
PUB DATE- 95
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Accountability; Achievement Tests; Criterion Referenced Tests; *Educational Assessment; Educational Objectives; Educational Policy; Elementary Secondary Education; *Evaluation Criteria; Norm Referenced Tests; *Performance; *Public Schools; School Effectiveness; *State Standards; Student Evaluation
IDENTIFIERS- *Nevada

This paper describes the background of various accountability systems, discusses policy issues related to the use of educational accountability information, and offers a history of the school-accountability law in Nevada. The paper concludes that because policymakers continue to express concerns about uniform measurements and comparability, it is likely that nationally norm-referenced tests will continue to be used in accountability systems. The demand for quality information will continue and the level of sophistication and policymakers' reliance on accountability systems will increase. States will continue to use achievement scores as a component of any accountability program. The need for reliable analyses of the information provided by such systems will become increasingly important. Appendices contain information on states' use of report cards, two approaches to student-assessment policy, Nevada school districts' use of standardized tests during 1994-95, achievement data for Nevada school districts and counties (1992-93), an analysis of the Nevada school-accountability system, and the Nevada deputy attorney general's opinion of Senate Bill 511--the School Accountability Law. (Contains 18 references.) (LMI)

ED 414 650 EA 028 828

Sturm, H. Pepper
Public Education Policy Structure in Nevada. Background Paper 95-12.
PUB DATE- 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; Elementary Secondary Education; *Governance; Government (Administrative Body); *Government School Relationship; Governmental Structure; *Policy Formation; *Public Education; *School Administration; School Based Management; School Choice; State Government
IDENTIFIERS- *Nevada; State Legislatures

This paper describes Nevada's public education policy structure and the responsibilities of various administrative and legislative bodies, including the Nevada State legislature, the governor, the State Board of Education, the superintendent of public instruction, the State Department of Education; the Commission on Professional Standards in Education, the School District Boards of Trustees, school districts, and public schools. The paper also discusses governance issues regarding school-based management, charter schools, and school choice. The basic policy structure of Nevada's system of educational governance follows fairly traditional lines, being one of the more decentralized states in terms of regulatory authority.

DESCRIPTORS- Clinical Diagnosis; *Deafness; Elementary Secondary Education; Evaluation Problems; *Examiners; *Hearing Impairments; Norm Referenced Tests; *Performance Factors; Qualifications; Standards; *Student Evaluation; *Testing Problems
IDENTIFIERS- *ERIC Digests

This digest discusses the assessment of children who are deaf or hard of hearing. Topics addressed include: (1) the purpose of an assessment of children who are deaf or hard of hearing; (2) problems associated with assessment, including the diagnostician's lack of experience with the deaf population, communication problems, tests that are normed on typical children, interpretation of test results, and assessments carried out in isolation; (3) qualifications for the examiner who conducts such an assessment, including credentials to administer formal tests used in the assessment, familiarity with the effects of hearing loss on test and classroom performance, experience with intervention with children who are deaf or hard of hearing, the ability to communicate effectively with the child, parents, and teachers, and access to previous assessment and educational information relating to the child being tested; (4) the benefits of assessment; (5) the limitations of assessment; and (6) questions that need to be asked during the assessment, including why the assessment is being done and how results will be used, how environmental and other factors influence the assessment, how findings of other diagnosticians fit with these test results, and what community resources are available to implement the recommendations from the assessment. Contains 11 references. (CR)

ED 414 669 EC 306 014

Stone, Patrick
Educating Children Who Are Deaf or Hard of Hearing: Auditory-Oral. ERIC Digest #E551.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Assistive Devices (for Disabled); *Auditory Training; Children; *Deafness; Elementary Secondary Education; Hearing Aids; *Hearing Impairments; Outcome Based Education; Parent Participation; Program Evaluation; *Speech Skills; *Verbal Communication
IDENTIFIERS- Cochlear Implants; ERIC Digests

This digest provides an overview of the auditory-oral approach used for developing communication skills in children who are deaf or hard of hearing. The approach is based on the fundamental premise that acquiring competence in spoken language is a realistic goal for children who are deaf or hard of hearing and is best developed in an environment in which spoken communication is used exclusively in the home and the classroom. The digest includes information on: (1) the elements of the auditory-oral approach that are critical to its success, including parent involvement, appropriate amplification (hearing aids or cochlear implants), consistent quality speech training to develop speech production skills, developmentally appropriate language instruction, and a range of placement options; (2) the ability of most children with hearing loss to

*Delivery Systems; *Disabilities; Early Childhood Education; *Early Intervention; Generalization; *Inclusive Schools; Individualized Education Programs; *Integrated Services; *Interdisciplinary Approach; Mainstreaming; Occupational Therapy; Physical Therapy; Pupil Personnel Services; Regular and Special Education Relationship; Resource Room Programs; Speech Language Pathology; Speech Therapy; Trend Analysis

The 13 chapters of this book on early intervention services for young children with disabilities are organized into three sections covering issues in service provision in early intervention, application, and future directions. Chapter titles and authors include: (1) "Service Delivery Issues in Center-Based Early Intervention" (R. A. McWilliam); (2) "Interdisciplinary Collaboration in Service Delivery" (Mary Beth Bruder); (3) "Family-Professional Partnerships and Integrated Services" (Pamela J. Winton); (4) "A Program of Research on Integrated versus Isolated Treatment in Early Intervention" (R. A. McWilliam); (5) "Through Their Eyes: Creating Functional, Child-Sensitive Individualized Education Programs" (Karla Hull and others); (6) "Generalization Issues in Providing Integrated Services" (Steven F. Warren and Eva M. Horn); (7) "How To Provide Integrated Therapy" (R. A. McWilliam); (8) "Early Childhood Special and General Education" (Mark Wolery); (9) "Integrated Early Intervention Practices in Speech-Language Pathology" (M. Jeanne Wilcox and Michelle S. Shannon); (10) "Physical Therapy" (Beverly Rainforth and Pamela Roberts); (11) "Occupational Therapy" (Winnie Dunn); (12) "Collaborative Consultation across Seven Disciplines: Challenges and Solutions" (P. J. McWilliam); and (13) "Implications for the Future of Integrating Specialized Services" (R. A. McWilliam). (Individual chapters contain references.) (DB)

ED 414 689   EC 306 035

Streissguth, Ann
Fetal Alcohol Syndrome: A Guide for Families and Communities.
PUB DATE- 97
NOTE- 306p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alcohol Abuse; Child Advocacy; *Early Intervention; Elementary Secondary Education; *Fetal Alcohol Syndrome; Human Services; Infants; Neonates; Neurological Impairments; *Prenatal Influences; Prevention; Public Policy; School Role; *Special Health Problems; *Theory Practice Relationship

The 14 chapters of this book review the research and offer guidelines for intervention with infants and children having fetal alcohol syndrome or fetal alcohol effects (FAS/FAE). Chapters are grouped into five sections on the diseases of fetal alcohol, the science of FAS, a life-span approach to FAS, preparing people with FAS for life in the community, and prevention of fetal alcohol damage. Individual chapters address the following topics: (1) an overview of FAS; (2) diagnosis of FAS; (3) the path from awareness to public policy; (4) alcohol as a teratogen; (5) alcohol's impact on children; (6) primary and secondary disabilities associated with FAS/FAE; (7) living with FAS/FAE; (8) the advocacy model; (9) families of children with FAS/FAE; (10) preparing children with FAS/FAE for adulthood; (11) guidelines for schools; (12) guidelines for success in college. The 11 chapters cover the following topics: (1) the possibility of success; (2) definitions and characteristics of ADD; (3) diagnosis and treatment of ADD; (4) interviews with college students about their experiences; (5) case studies of three students with ADD who had a year or two of college; (6) case studies of two students with ADD who achieved bachelor's degrees; (7) case studies of two students with ADD who went on to law school and medical school; (8) analysis of the case studies in terms of students' emotional reactions, perceptions of learning, and reactions to experience; (9) implications for college students, including empowerment through self-advocacy and the need to pay attention to emotional reactions and maintain positive attitudes; (10) study skills (time management, the study environment, note-taking, and test preparation); and (11) the role of educators and counselors. Seven appendices include lists of strategies for students, administrators, faculty, and counselors; research methods and interview questions; and suggested resources and readings. (Contains 106 references.) (DB)

ED 414 706 EC 306 054

Benton, Hope
Down the Aisle and Down the Aisle: Teacher and Parent Guide.
PUB DATE- 96
NOTE- 210p.; Illustration by Lynne Srba. "Down the Aisle" is by Hope Benton. The accompanying "Teacher and Parent Guide" is by Barbara Beck, Beatrice Hope Benton-Burghi, and Margaret Cloern.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitude Change; Books; Childrens Literature; Classroom Environment; Cooperative Learning; Elementary Secondary Education; Inclusive Schools; *Learning Activities; *Peer Acceptance; *Peer Relationship; *Physical Disabilities; *Social Integration; Teaching Guides; Wheelchairs
IDENTIFIERS- Academic Accommodations (Disabilities)

This book for children (ages 8 to 14) and accompanying teacher/parent guide presents the story of two sisters, one of whom has a physical disability, as they prepare to participate in a wedding. Information on the disability is deliberately presented subtly and incidentally to encourage the reader to relate more personally and foster a deeper level of acceptance and inclusion. The guide offers extensive learning activities related to the book. Included are: pre-reading activities, suggestions for the inclusive learning environment, journal and writing activities, English language development activities, cooperative learning group rules, cooperative learning lessons (covering the 50 states, music, ceremonies, and dance), and post-reading activities. Also included are charts to help the teacher adapt the environment and learning expectations to individual children with specific disabilities. Attached is a list of resources, including organizations, books, computer software, and World Wide Web sites. (DB)

ED 414 707 EC 306 055

Benton, Hope
Best Friends and Best Friends: Teacher and Parent Guide.
PUB DATE- 96
NOTE- 210p.; Illustration by Lynne Srba. "Best Friends" is by Hope Benton. The accompanying "Teacher and Parent Guide" is by

DESCRIPTORS- Audiotape Recordings; Comparative Analysis; Foreign Countries; *Grammar; Interrater Reliability; *Interviews; Japanese; *Language Proficiency; *Language Tests; *Oral Language; Role Playing; *Speech Communication; Tenses (Grammar); Testing; Verbs
IDENTIFIERS- ACTFL Proficiency Guidelines; Clauses; Particles (Grammar)

A group of seven Japanese-language Oral Proficiency Interview (OPI) testers licensed by the American Council on the Teaching of foreign Languages (ACTFL) conducted research related to ACTFL-OPI criteria. They first examined 24 audiotaped interview tests to see what kind of consistency there would be when individual testers applied general criteria to actual speech. The raters found very high agreement among themselves. Next, the researchers selected six tapes for detailed analysis that represented typical novice-, intermediate-, and advanced-level speech and analyzed them in an attempt to find a way to make general OPI criteria more specific. Because a majority of current learners who want to have their speaking assessed are intermediate-level speakers, it was decided to focus on that particular level. This paper describes the main differences among the learners' speech on common topics and then presents the distinguishing characteristics of intermediate-level speakers in comparison with those of novice- and advanced-level speakers in categories such as sentence productivity, types of clauses created, rate of success in structuring paragraphs (and quasiparagraphs), handling role plays, uses and misuse of tense, aspects, particles and other grammatical items, and variety of verbs used. (Author/JL)

ED 414 725 FL 024 807

Khym, Hangyoo, Ed.; Kookiattikoon, Supath, Ed.
Kansas Working Papers in Linguistics.
PUB DATE- 97
NOTE- 121p.; For individual papers, see FL 024 808-814.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Grammar; Idioms; *Korean; *Language Patterns; Language Research; *Linguistic Theory; *Morphology (Languages); Nouns; Syllables; *Syntax; Uncommonly Taught Languages
IDENTIFIERS- Anaphora; Subject (Grammar)

The seven working papers on linguistic theory contained in this volume include: "Two Properties of the Intransitive Resultative Construction" (Yoichi Miyamoto); "Multiple Subject Construction in Korean: A Functional Explanation" (Youngjun Jang); "Constraints on Noun Incorporation in Korean" (Hangyoo Khym); "Binding Principle for Long-Distance Anaphors" (Dong-Ik Choi); "Functional Projections and Event Structure" (Hangyoo Khym, Supath Kookiattikoon); "Against IP-Adjunction Scrambling" (Makoto Yamada); and "External Evidence and Syllable Structure." (Marcellino Berardo). (MSE)

ED 414 726 FL 024 808

Miyamoto, Yoichi
Two Properties of the Intransitive Resultative Construction.
PUB DATE- 97
NOTE- 24p.; For complete volume of working papers, see FL 024 807.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)

lexicons of this group are very different in structure. The L1 and L2 prompt words evoked neither similar frequencies of responses nor similar semantic associations in the two lexicons, and individual word responses did not elicit similar frequencies of word types in L1 and L2. It is concluded that different languages produce different storage and retrieval systems, refuting the notion of a common underlying principle of bilingual proficiency. Contains 16 references. (MSE)

ED 414 748 FL 024 943

Pearson, Jennifer
Strategies for Identifying Terms in Specialised Texts.
PUB DATE- 96
NOTE- 11p.; For serial publication in which this article appears, see FL 024 940.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Discourse Analysis; Foreign Countries; *Language Patterns; Language Research; *Languages for Special Purposes; *Lexicography; Linguistic Theory; *Vocabulary
IDENTIFIERS- Language Corpora

A study of two language corpora (recommendations and specifications produced by the International Telecommunications Union for its members, and a corpus containing university syllabi for economics, biology, and history) investigated lexicographic strategies for identifying terms in specialized texts. In the first phase, a list of all possible term formations was compiled by examining the composition of words and phrases known to be terms, and their patterns were analyzed. In the course of this analysis, a number of signals of the presence of a term within a sentence were noted, and these were used to refine the term identification process, first by identifying all term candidates and many non-terms in the corpora, and then by selecting those term candidates that also satisfied the generic reference criteria (i.e., it must be unmarked and not modified by a word that does not form an integral part of the term) and at least one additional criterion based on the occurrence of the signals. (MSE)

ED 414 749 FL 024 944

Kirby, John
Inferencing and the Student of Translation.
PUB DATE- 96
NOTE- 11p.; For serial publication in which this article appears, see FL 024 940.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Context Clues; *Discourse Analysis; English (Second Language); Foreign Countries; French; *Inferences; Interference (Language); *Language Processing; Language Research; Linguistic Theory; Logical Thinking; Second Language Learning; *Second Languages; Skill Development; Thinking Skills; *Translation; Vocabulary Development

A discussion of the translation process focuses on inferencing strategy, using attributes and contexts that are familiar in recognizing or making sense of what is unfamiliar in a text. Examples drawn from Belgian translation student work are used to illustrate this principle in operation, at several levels of

PUB DATE- 94
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Classroom Techniques; *Cultural Pluralism; Diversity (Student); *English (Second Language); Grammar; Immigrants; Information Sources; Instructional Design; Intercultural Communication; Language Skills; Language Teachers; Lesson Plans; *Literacy Education; Pronunciation Instruction; Refugees; Second Language Instruction; Skill Development; Spelling Instruction; *Student Characteristics; Teacher Responsibility; Teacher Role; Teaching Methods; *Tutors; Vocabulary Development; *Volunteer Training

This manual was designed to help prepare volunteer tutors to teach English as a Second Language (ESL). An introductory section outlines the role and responsibilities of the volunteer tutor and provides information on tax deductions for volunteers. Subsequent sections provide practical information on varied aspects of ESL instruction, including: the characteristics of second language learners, learning styles, and second language coping strategies; different cultures, understanding refugee and immigrant needs, and cultural diversity in the classroom; establishing goals and designing appropriate assessment; developing students' listening and speaking skills; teaching pronunciation; teaching literacy; approaches to grammar instruction; vocabulary development and spelling instruction; lesson planning; and additional resources for the tutor. A beginning curriculum outline and lesson plan worksheets are included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 414 772 HE 028 935

Texas Tomorrow Fund: Tomorrow's Education at Today's Prices.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Colleges; Educational Finance; Eligibility; Higher Education; *Paying for College; Private Colleges; Program Descriptions; State Colleges; *State Programs; *Tuition
IDENTIFIERS- *Texas; *Tuition Prepayment

This booklet describes the Texas Prepaid Higher Education Tuition Program, known as the Texas Tomorrow Fund. The fund allows parents or others wishing to finance a child's education to prepay tuition and required fees as a condition of enrollment for 1 to 4 years of education at Texas colleges and universities. It can also give a student a big boost toward covering the tuition and fees at a private college or out-of-state school. The Texas Tomorrow Fund includes four plans: Junior College, Senior College, Junior-Senior College, and Private College. Tables provide contract prices for tuition and fees for each plan, based on the age of the child to be enrolled. Payments can be made in a lump sum or in monthly installments of 5 or 10 years. Any unused amounts may be refunded to the beneficiary. An application form, a list of public and private colleges and universities in Texas, and questions and answers relating to the operation of the Texas

Lesbian Peers. Research Report #3-95.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Higher Education; *Homophobia; *Homosexuality; Interpersonal Relationship; Lesbianism; Peer Relationship; Sex Differences; Sexual Identity; Sexuality; Stereotypes; *Student Attitudes
IDENTIFIERS- *Heterosexuality; Sexual Orientation; Situational Attitude Scale (Sedlacek and Brooks); University of Maryland College Park

This study examined heterosexual college students attitudes toward gay men and lesbians, and in what types of situations were negative feelings expressed toward gay men and lesbians. A random sample of 224 residence hall students at the University of Maryland College Park completed the Situational Attitude Scale Sexual Orientation Survey, which includes questions based on 10 personal, social, and academically oriented situations. Three versions of the survey were randomly distributed, identical except that questions in Form A referred to "student," Form B referred to "gay male student," and Form C referred to "lesbian student." The study found that heterosexual male and female students reported more negative attitudes toward both gay males and lesbians than toward students whose sexual orientation was not disclosed, with deeper homophobic feelings held by male students than female students toward gay men. The magnitude of discomfort felt by heterosexual students toward gay males and lesbians varied across situations, but all students felt outrage when a gay male, lesbian, or student whose sexual orientation was not specified was physically assaulted. The results indicated that even the simplest of social interactions with gay male or lesbian students might elicit feelings of anxiety and concern among heterosexual students. (Contains 39 references.) (MDM)

ED 414 794 HE 030 687

Boyd, Vivian; Hunt, Patricia; Hunt, Stanley; Magoon, Thomas; VanBrunt, John
A Low-Level Career Testing and Interpretation Intervention. Research Report 18-97.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Career Counseling; Career Planning; *College Freshmen; Educational Attitudes; Higher Education; Longitudinal Studies; *School Holding Power; State Universities; *Student Evaluation
IDENTIFIERS- Strong Interest Inventory; University of Maryland College Park

This study examined the effects of career testing and interpretation intervention on the retention and academic standing of first-year college students. A total of 78 mostly first-year students enrolled in 5 sections of an orientation course at the University of Maryland College Park (UMCP) during the fall 1994 semester completed the Strong Interest Inventory with in-class feedback; 71 students enrolled in 5 comparable sections of the same course were identified as the nontreatment comparison group. It was found that while there were no marked differences in retention rates between the treatment and

Scholarship Program; student assistance general provisions; general provisions and specific regulations for the Federal Perkins Loan Program, the Federal Work-Study Programs, and the Federal Supplemental Educational Opportunity Grant Program; Federal Family Education Loan Programs; the William D. Ford Federal Direct Student Loan Program; the Federal Pell Grant Program; the Presidential Access Scholarship Program; the State Student Incentive Grant Program; and the National Early Intervention Scholarship and Partnership Program. Appended are a list of final regulations published in 1996 and a summary of changes in final regulations published in 1996. An index for both the Federal Student Financial Aid Handbook, 1996-97 and an earlier compilation (through December 31, 1995) is also included. (DB)

ED 414 814   HE 030 793

Gardiner, Lion F., Ed.; Anderson, Caitlin, Ed.; Cambridge, Barbara L., Ed.
Learning through Assessment: A Resource Guide for Higher Education.
PUB DATE- 97
NOTE- 118p.; A Publication of the AAHE Assessment Forum.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Outcomes Assessment; Educational Principles; Educational Resources; *Evaluation Methods; Higher Education; *Program Evaluation; *Student Evaluation

This book is intended to provide college administrators, faculty, and researchers with a guide to resources concerned with assessment at the postsecondary level. After a foreword by Margaret A. Miller, president of the American Association for Higher Education (AAHE), an introduction by Barbara L. Cambridge examines the different ways that current leaders in assessment have learned about the field. Also included are brief explanations of nine principles for assessing student learning developed under the auspices of the AAHE Assessment Forum (1992). The major portion of the book is divided into two sections: The "Assessment Library" (Lion F. Gardner), includes a guide to general references for those new to assessment and an annotated bibliography with a comprehensive index. The other section, compiled by Caitlin Anderson, Michael K. Smith, and Jama L. Bradley, consists of six sections which list: (1) associations and organizations; (2) conferences; (3) instruments; (4) Internet resources; (5) multimedia resources; and (6) technology resources. Also included is a glossary of assessment terms and two indexes: an author index of works abstracted in the bibliography and a keyword index to the entire guide. (Contains 306 references.) (DB)

ED 414 815   HE 030 794

Chaffee, Ellen Earle; Ewell, Peter T.; Gelman, Sherril B.; Kuh, George; Marchese, Theodore J.; Miller, Margaret A.; Wiggins, Grant
Assessing Impact: Evidence and Action. Presentations from the AAHE Conference on Assessment & Quality (Miami Beach, Florida, June 11-15, 1997).
PUB DATE- 97
NOTE- 93p.; Seven papers selected from the total conference output.
LANGUAGE- English

Ethnocentrism; Federal Indian Relationship; Federal Legislation; High Risk Students; Higher Education; Interpersonal Relationship; Local History; *Oral History; Psychological Evaluation; Rape; *Sex Stereotypes; Teacher Response; Teacher Student Relationship; Tutoring; Values Education; Writing Instruction
IDENTIFIERS- Gambling; Indian Gaming Regulatory Act 1988; *South Dakota

This proceedings contains papers from a symposium conducted to promote the professional sharing of scholarly accomplishments of Black Hills State University (South Dakota) faculty and students. The symposium also provided a forum for discussion of current issues related to the presentations. The papers, representing a variety of disciplines, are as follows: "Native American Children in 'White' Schools" (Gloria Satterlee and John Glover); "History: Western Approach vs. Oral Tradition" (Jenny Beslanowitch and John Glover); "Thirty Years of American Indian Activism: From Alcatraz to the Mohawk Wars, 1964-1994" (Amy Dobson and John Glover); "The Indian Gaming Issue: A Perspective on the Future" (Gene M. Meier, and John Glover); "An Examination of the Correlation between Alcohol Use and Rape" (Adrienne B. Clayton); "Women and Mental Health: Issues of Diagnosis and Causation" (Cheryl Anagnopoulos); "Thermodynamic Stability of a Model RNA Hairpin with an Internal Loop" (Peter deLannoy, Joseph Howell, and Stanley Smith); "Writers at Risk: An Experiment with Supplemental Instruction in Freshmen Writing Classrooms" (Roger Ochse); "Methods in Estimating VFR Expenditures" (Norma Polovitz Nickerson); "Gambling in Deadwood, South Dakota: Past, Present, and Future" (Roger Miller); "How to Improve Time-On-Task with Students Who Are At-Risk" (Dean Myers, Perry Passaro, and Gale Zahn); and "Educating for Character and Crook County" (Carol L. Farver). (SW)

ED 414 831 HE 030 817

Johnson, Eldon L.
Evolution of the State University Idea: Presidential Inaugural Addresses before 1860.
PUB DATE- 89
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- Change Agents; Church Related Colleges; *College Presidents; *Educational History; Educational Philosophy; *Educational Trends; *Government School Relationship; Higher Education; Land Grant Universities; Private Colleges; Private Education; *Public Education; State Government; State Legislation; *State Universities

Inaugural addresses of all state university presidents before 1860 were reviewed for major themes regarding the evolution of the state university idea. Five indicators of gradual change toward a distinctive state university concept are discussed: the reflection of self-conscious nationalism in new educational institutions to match the new republic; the emphasis on character building, morality, and discipline in student relationship; educational concern for, if not involvement in, the "big issues" of society; the secularization of the state university, with the emergence of strong, progressive devotion to science; and the changing relation between higher education and church and state. The concept of the state university was a process that evolved from the historical period between the

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Aspiration; Access to Education; College Bound Students; Compensatory Education; Disadvantaged Youth; *Dropout Rate; *Economically Disadvantaged; High Schools; Higher Education; Hispanic Americans; Longitudinal Studies; Minority Groups; Noncollege Bound Students; Partnerships in Education; Program Effectiveness; Student Educational Objectives
IDENTIFIERS- *Upward Bound

This report on the short-term effects of Upward Bound, a federal pre-college program designed to help economically disadvantaged students complete high school and gain access to post-secondary education, presents interim findings from the Longitudinal Effectiveness Study of Upward Bound based on data on approximately 2,800 students during the first year or two of high school. At present, there are more than 600 Upward Bound projects; they offer intensive instructional programs and are usually hosted by 2-year and 4-year colleges. The study found that: (1) Upward Bound has early positive impacts on students' educational expectations and academic course-taking; (2) students with lower educational expectations initially benefit more from Upward Bound; (3) Hispanic students initially benefit most from Upward Bound; and (4) many students (about 37 percent) who enter Upward Bound leave the program during the first year. After an executive summary and introductory chapter, Chapter 2 presents data on persistence in Upward Bound, and on the Upward Bound services offered. Chapter 3 details short-term impacts of Upward Bound, including the average impact of the program and groups benefitting most. The concluding chapter summarizes findings, compares them to previous findings, and draws implications for program improvement. Eight appendices provide additional detail on research methodology, data interpretation, and statistics. (Contains 18 references.) (DB)

ED 414 850 HE 030 838

Moore, Mary T.; Fasciano, Nancy J.; Jacobson, Jon E.; Myers, David; Waldman, Zev
The National Evaluation of Upward Bound. A 1990's View of Upward Bound: Programs Offered, Students Served, and Operational Issues. Background Reports: Grantee Survey Report, Target School Report.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 97
NOTE- 666p.; For other reports in this series, see HE 030 836-837.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Aspiration; Access to Education; Disadvantaged Youth; *Dropout Rate; *Economically Disadvantaged; Educational Demand; High Schools; Higher Education; Hispanic Americans; Longitudinal Studies; Minority Groups; Partnerships in Education; Program Effectiveness; Student Educational Objectives
IDENTIFIERS- *Upward Bound

This volume contains three reports -- the primary report which reviews the programs offered, students served, and operational issues facing Upward Bound projects -- and two supporting documents, "Grantee Survey Report" and "A Report on Upward Bound Target Schools." Upward Bound is a federally supported program providing supplemental instruction, counseling, and cultural enrichment to disadvantaged high school students. The

June 22-24, 1995).
PUB DATE- 95
NOTE- 325p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Rank (Professional); Academically Gifted; Affirmative Action; Attitude Change; Business Education; Classroom Techniques; *College Curriculum; College School Cooperation; Cultural Context; Education Work Relationship; Elementary Schools; Elementary Secondary Education; Employment Practices; Equal Opportunities (Jobs); Faculty Promotion; Feminism; Hidden Curriculum; Higher Education; Intergenerational Programs; *Mathematics Education; Nondiscriminatory Education; Nontraditional Occupations; Nursing Education; Physical Education; Reentry Students; *Science Education; *Self Esteem; *Sex Fairness; Student Adjustment; Teacher Education; Teacher Student Relationship; Teaching Assistants; Un American Association of University Women; Higher Education Act Title IX
IDENTIFIERS- American Association of University Women; Higher Education Act Title IX

The 51 papers included in this symposium proceedings address gender equity issues in higher education, as well as some of the current research and programming designed to advance the education of girls and women in K-12 and higher education. Papers focus on six topics: (1) higher education curricula and classroom strategies that promote equity; (2) authority, policy, and empowerment in higher education; (3) strategies to effect change in higher education; (4) the roles of self-image and self-esteem in achieving equity; (5) ways to encourage girls in math and science; and (6) equity issues in K-12 education. Individual papers cover issues such as: faculty governance; dyadic interactions; women and authority; the campus living environment; the equitable workplace; school-college research and curriculum intervention; women in graduate school; maternity leave policies; gifted girls; mathematics and science education for girls; electronic intergenerational connections; gender equity; student-centered classrooms; nontraditional recruitment and vocational education; reentry women and their spouses; career paths; male versus female career choices; educational experiences of disadvantaged women; skill standards; tenure, professional relations, and strategic choices; women's studies; nursing education; women's athletics and Title IX; multiculturalism; and women administrators. Included also are a conference agenda and a list of committee assignments. Appended are a list of papers proposed but not included, and a list of 1994-95 American Association of University Women college/university members. (Individual papers contain references). (CH)

ED 414 868 HE 030 867

Education Programs: Major Issues Affecting Postsecondary Education, School-to-Work, and Youth Employment Programs.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *Access to Education; Accountability; Disadvantaged Youth; Dropout Programs; Education Work Relationship; Educational Quality; *Federal Aid;

components of the Florida Adult Literacy Plan; and (6) recommendations for future strategies include workplace literacy programs, aiding persons within the judicial system, and expanding family literacy programs. (KC)

ED 414 419   CE 075 305

McFadden, Liza
Challenges and Accomplishments. Report on Florida's Adult Education Programs. A Report for Fiscal Year 1995.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Literacy; Correctional Education; *Educational Needs; English (Second Language); High School Equivalency Programs; *Literacy Education; Minority Groups; Outcomes of Education; Program Effectiveness; Program Implementation; *State Programs; Student Characteristics; *Student Motivation
IDENTIFIERS- *Florida

This report provides an overview of the adult education in Florida, demonstrating the societal as well as individual benefits of adult education. The document highlights findings of two reports:"Results of Florida's Fourth Year Adult Education Program Evaluation" and "Adult Education Annual Performance Report." Findings include the following: (1) according to the 1990 Census, approximately 26 percent of adults in Florida over the age of 18 lack a high school diploma; (2) adult education is needed because of individual achievement, economic development, population growth, and social change; (3) target groups include educationally disadvantaged persons, adults with limited English proficiency, homeless adults, persons with disabilities, minority adults, immigrant adults, at-risk youth, institutionalized adults, and incarcerated adults; (4) literacy education service providers include colleges, school districts, correctional institutions, community-based organizations, employers, and libraries; (5) Florida leads the nation in enrollment of students in adult basic education classes; (6) the most important reason given by adult students for being in adult education was to earn a high school diploma or General Educational Development certificate; (7) teachers and administrators give adult education great support; and (8) improvements are needed in support services of students. (KC)

ED 414 420   CE 075 309

Career Mentoring for Middle- and Junior-High-School Girls. Coordinator's Manual. A Florida School-to-Work Gender Equity Initiative.
PUB DATE- 96
NOTE- 73p.; For a related mentor's manual, see CE 075 310.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Choice; Education Work Relationship; Employed Women; Equal Opportunities (Jobs); *Females; Intermediate Grades; Interpersonal Relationship; Interprofessional

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperative Programs; *Education Work Relationship; Elementary Secondary Education; Institutional Cooperation; Models; *Partnerships in Education; Postsecondary Education; Program Development; *School Business Relationship
IDENTIFIERS- *Wisconsin

Wisconsin's school-to-work initiative is being led by citizens representing business and industry, education, organized labor, community groups, and governmental entities from all over the state. They share a vision for improving how students are prepared to become successful citizens, productive workers, and lifelong learners. This booklet describes the use of various partnerships needed to build a local school-to-work system. Lists of suggested activities are presented for education on the elementary, middle and junior high, high school, and postsecondary levels. The booklet also includes background information on school-to-work, Wisconsin's school-to-work model, creating partnerships, and tips on getting started, and roles and activities for various grade levels. (KC)

ED 414 439 CE 075 353

Smeltzer, Preston E.
The Workplace as a Learning Place. Bulletin No. 98137.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Education Work Relationship; Elementary Secondary Education; Integrated Curriculum; On the Job Training; *School Business Relationship; *Work Experience; *Work Experience Programs; Workplace Literacy
IDENTIFIERS- Wisconsin

School-supervised work experience is suggested as part of the Wisconsin school-to-work program. This booklet is designed to inform school administrators, coordinating teachers, other educators, and parents about essential ingredients of high quality work-based education. It covers the following: (1) an introduction to workplace learning; (2) a definition of work-based education; (3) benefits of workplace learning for students; (4) benefits of workplace learning for the community; (5) selecting a job for the workplace experience; (6) scheduling workplace experiences; (7) the roles of educators, parents, and co-workers in workplace learning; (8) recordkeeping; (9) connecting school to work and the classroom; and (10) work experience program options for various grade levels. (KC)

ED 414 440 CE 075 354

Gray, William W.
Mentoring for School to Work: Fostering Student Success. Bulletin No. 98135.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

and two high schools and a community college. Part 2, which constitutes approximately 50% of the document, lists the program's (unleveled) secondary technical and academic competencies. In part 3, the secondary competencies are leveled for a vocational school, and in part 4, the postsecondary competencies are leveled for a community college. Parts 5-7 contain the following: labor market data; list of advisory/review committee members; and program application (information on employment opportunities in the area, potential exit occupations for the program, and plans for the program's delivery). (MN)

ED 414 458 CE 075 377

Automotive Diagnostic Technologies.
PUB DATE- 97
NOTE- 206p.; Product of the Heart of Ohio Tech Prep Consortium. For related documents, see CE 074 822 and CE 075 373-376.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Advisory Committees; *Articulation (Education); *Auto Mechanics; Competence; *Competency Based Education; Consortia; Curriculum Guides; Employment Opportunities; Employment Projections; Equipment Maintenance; Grade 11; Grade 12; High Schools; Labor Market; Models; Teaching Guides; *Tech Prep; Technical Institutes; Technical Occupations; *Trade and Industrial Education; Two Year Colleges
IDENTIFIERS- Curriculum Mapping; South Western City Schools OH

This document contains materials developed for and about the automotive diagnostic technologies tech prep program of the South-Western City Schools in Ohio. Part 1 begins with a map of the program, which begins with an automotive/diagnostic technologies program in grades 11 and 12 that leads to entry-level employment or a 2-year automotive technology program at a community college that in turn leads to a technical career or transfer to a four-year college or university. Also included in part 1 are the high school curriculum pathways and pathway narratives. Part 2, which constitutes approximately 60% of the document, lists the program's (unleveled) secondary technical competencies. Secondary academic competencies (unleveled) and postsecondary competencies are presented in parts 3 and 4, respectively. The following are among the categories of competencies included: workplace safety; quality assurance; supervision; fundamentals of electricity; troubleshooting and repair; test and measurement equipment; equipment maintenance; mechanical power transmission; basic hydraulic theory and pneumatics; welding; engine repair; and diesel engines. Concluding the document are the following: labor market data; list of advisory/review committee members; and program application (information on employment opportunities in the area, potential exit occupations for the program, and plans for the program's delivery). (MN)

ED 414 459 CE 075 379

Integrating the Four Streams. CGEA Information Sheet No. 7.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

matter. It was recommended that funding for tech prep be increased and that its concept be broadened to serve all students, not just the neglected majority. (Contains 37 references. Appended are the following: aggregated responses to the 1993 Tech Prep Implementation Survey; modifications to the survey; aggregated responses to 1995 survey responses; and site profiles.) (MN)

ED 414 477 CE 075 409

Maxwell, Terrence A.
Welfare Reform and Information Management: Rewiring the Human Service System. Rockefeller Report No. 5.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; Adults; *Data Analysis; Economically Disadvantaged; Federal Legislation; Federal Programs; *Information Management; Information Needs; *Information Systems; *Systems Development; User Needs (Information); *Welfare Recipients; *Welfare Services
IDENTIFIERS- Personal Responsibility and Work Opp Recon Act; *Welfare Reform

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 places vast new information burdens on state and local governments and the nonprofit and private sectors. Three classes of problems confront program and information managers implementing welfare reform: developing information infrastructure, redesigning applications to meet new management needs, and developing efficient cross-organizational data exchange methods. Internal welfare networks need to connect electronically with external partners to meet mandates for state reporting and the 5-year limit on welfare benefits. Expansion of the welfare information network beyond traditional boundaries poses major management challenges: financial, coordination and standards development, and support capacity. A far more robust and integrated information system must encompass five types of information: client characteristics, process, environment, cost, and outcome. Current welfare systems are fairly well developed in the areas of process, demographic, and cost data. However, state and local information systems must support the monitoring of client and staff actions to meet outcomes, and variation in program design makes set treatments to achieve national outcomes problematic. The requirement of cross-organization and cross-system information exchange contained in the act raises serious issues of data integrity. Significant investments are required in information system upgrades, modifications, new purchases, and investments in worker training and education. (YLB)

ED 414 478 CE 075 411

Learning Lasts a Lifetime. Report of the Colorado Business Commission on Adult Learning.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Economic Development; Educational Improvement; *Educational Needs; *Educational Philosophy; Educational Practices; Family

Attitudes; Educational Needs; Educational Opportunities; Educational Practices; Foreign Countries; *High School Students; High Schools; Longitudinal Studies; Postsecondary Education; *Student Attitudes; Student Educational Objectives; Technical Institutes; Two Year Colleges

IDENTIFIERS- *General National Vocational Qualif (England); *United Kingdom

The changes occurring in students' attitudes as they move from secondary to postsecondary education were examined in a study of a cohort of 79 British students. The cohort, which was confined to students who had given clear indications of their intentions to proceed to post-16 studies in a further education (FE) college, included equal numbers of males and females, representatives of the Asian ethnic community, and roughly equal representation of students intending to proceed to the following: A-level or international baccalaureate courses; General National Vocational Qualification (GNVQ) advanced courses (or the equivalent); and other full-time post-16 courses. The 79 students were interviewed initially while in year 11 of secondary school. Fifty of the students were reinterviewed during the second half of their first term in FE. Seventeen teachers, FE tutors, and parents were also interviewed. The interviews focused on the following: anticipations of and reactions to learning opportunities in FE; attitudes toward learning; and approaches to being a student. Changes in the students' attitudes were identified and discussed from the standpoint of their implications for teaching practice. Contains 40 references. Appended is a list of the 79 students' year 12 destinations. (MN)

ED 414 495 CE 075 463

Baxter, Jim

Exploring Career Pathways. A Guide for Expanding Vocational-Technical Education in the Middle School/Junior High School.

PUB DATE- 97

NOTE- 39p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Art; Blue Collar Occupations; *Career Education; Classroom Techniques; Clerical Occupations; *Curriculum Development; Delivery Systems; *Education Work Relationship; Finance Occupations; Forestry Occupations; Health Occupations; Integrated Curriculum; Intermediate Grades; *Junior High Schools; Learning Activities; Managerial Occupations; *Middle Schools; Natural Resources; Occupational Clusters; Office Occupations; Professional Occupations; Service Occupations; Skilled Occupations; Teaching Methods; Technical Occupations; *Vocational Education; White Collar Occupations

IDENTIFIERS- *Career Paths; Idaho

This guide, which was developed for Idaho middle and junior high school teachers, provides a framework for developing hands-on curricula that will acquaint students with concepts and activities common to a wide range of occupations. Presented after a brief introduction explaining the rationale for a curriculum based on career pathways are a curriculum framework and brief discussions of staffing and delivery options. The remainder of the guide consists of six sections that each contain the following: career pathway; career majors to which the pathway leads; and occupations to which the career majors lead. The pathways and career majors included are as follows: arts and communications (artistic design, communications, arts

Community-based partners must be involved, flexible programs must be available for divergent rural communities, program delivery must be firmly in place, and program administration can be simplified with local on-site coordinators. (RJM)

ED 414 514 CG 027 041

Marceau, Denis; Gingras, Marcelle
Delivery of Career Counseling Services: Community Access--The Role of Employers: ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescents; Canadian Studies; Career Awareness; *Career Counseling; *Career Development; Career Education; Career Guidance; Careers; *Cooperative Education; Education Work Relationship; *Experiential Learning; Foreign Countries; *Prevocational Education; *School Community Relationship; Secondary Education; Student Development; Vocational Education; Vocational Interests
IDENTIFIERS- Canada; ERIC Digests

Despite professional counseling and courses on career choice in school, students say they are poorly prepared to meet society's challenges. This digest looks at a career counseling initiative in Canada that unites the academic world and the workplace. Clearer ties must be established between education and the workplace; in the collaboration-based, educational approach described here, employers play a central role. However, even if an employer's commitment to education is strong, the rules of the game must be spelled out at the beginning if a real partnership is to be established. It is important to set up a council made up of representatives of the various partners to oversee the partnership. It is necessary to define objectives together, to reach consensus on the common goals, and to name someone credible to manage the project. The project described here addressed two key issues: (1) developing an education resource database, and (2) giving pedagogical support to work-related educational resource experiments. Employers showed enthusiasm for the project and participating educators were happy with the collaboration and appreciated the information in the database. Furthermore, students seemed happy with the curriculum changes and showed greater interest in the classroom. (RJM)

ED 414 515 CG 027 042

Kellett, Ralph; Conger, Stuart
A Three-Tiered Model of Career Counseling Services: ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adults; Career Awareness; *Career Counseling;

than males about gains in equal rights made by the women's movement. Overall, the findings indicate that the students in the study felt committed both to career and family. (RJM)

ED 414 532 CG 028 192

Cuddy-Casey, Maria; Orvaschel, Helen; Sellers, Alfred H.
A Scale To Measure the Development of Children's Concepts of Death.
PUB DATE- 97
NOTE- 5p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *Childhood Attitudes; Children; *Construct Validity; *Death; Elementary Education; *Reliability; Test Validity
IDENTIFIERS- Suicide Ideation

The sporadic investigations regarding children's concepts of death have lacked standard methods or instruments for evaluating these conceptions. Whether or not research on children's concepts of death can be gauged by a standard set of questions is explored in this paper. It reports on the evaluation of a new questionnaire's (Concept of Life and Death Questionnaire (CLDQ)) psychometric properties and uses this instrument to investigate children's conceptions of death. The preliminary 20 item CLDQ was developed and administered to 50 subjects from ages 7 to 12 years. Results of item analyses indicate that a revised 12-item CLDQ had adequate internal consistency for the overall conceptualization of death, as well as the specific subconcepts of death. Findings suggest that age, cognitive functioning, and exposure to death were not found to be significantly related to the overall concept of death, although age was related to two subconcepts of death. Understanding of death is, therefore, somewhat contingent on chronological age in that children progressively learn that all things die, and subsequently, how they die. It is argued that the revised CLDQ offers an efficient means of gauging children's concepts of death. (RJM)

ED 414 533 CG 028 193

Young, Barbara N.; Helton, Carol; Whitley, Marilyn E.
Impact of School-Related, Community-Based, and Parental-Involvement Activities on Achievement of At-Risk Youth in the High School Setting.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Adolescents; Correlation; *Extracurricular Activities; *High Risk Students; High Schools; *Parent School Relationship; Parent Student Relationship; *School Activities; School Holding Power; *Student Development; Student School Relationship

If teenagers do not find support at school, home, or in the effectiveness of filial therapy, most notably in allowing children to verbalize their negative feelings and in helping parents develop more empathic behavior. (RJM)

ED 414 552 CG 028 215

Scarbrough, Jacquelin W.
Welfare Women Who Pursue Higher Education: A Quest for Self.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; Battered Women; *Higher Education; Mother Attitudes; Mothers; *Personal Narratives; Poverty; *Self Concept; Sex Bias; *Sex Discrimination; Student Attitudes; *Welfare Recipients
IDENTIFIERS- *Identity Formation; *Psychosocial Development

Little research has been directed at the psychological development of poor women. So as to better understand this group, the results of a qualitative study of 20 white, semi-rural women receiving Aid to Families with Dependent Children (welfare) are reported in this paper. All of the women were completing a two-year college degree. Their process of psychosocial transformation is the focus of this research. Each participant was invited to tell her story as a woman, as a student, and as a welfare mother. Results show that nearly all the participants depicted themselves as objects subjected to the power and control of men and social institutions. Their narratives spoke of devaluation and subordination, evidenced by sexual and physical abuse, male violence, and institutional contempt. A clear correspondence between the control and devaluation the participants experienced and their expressed fears, self-blame, and feelings of worthlessness, stupidity, and incompetence emerged. Most of the women described three critical turning points in their self-transformation: motherhood, betrayal by mates, and higher education, all of which challenged their existing definitions of self. Their stories describe a process of self reconstruction amidst the constraints of male power and control. (RJM)

ED 414 553 CG 028 217

Tinsley, Barbara J.; Wang, Shirley J.; Kwasman, Alan; Green, Delores; Morton, Linda
Health of Children of the Working Poor: Description and Intervention.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Child Health; Children; *Diseases; *Economically Disadvantaged; Elementary Secondary Education; Health Care Costs; *Health Needs; *Health Services; Hispanic Americans; Poverty
IDENTIFIERS- Latinos

More and more often, children in the United States are denied comprehension which is then easily transferred to texts. The course is divided into two sections: (1) the rhetoric of place, and (2) the place of rhetoric. The first section is subdivided into three 2-week units, each focusing on a different aspect of place. In the first unit, students are introduced to concepts of rhetoric and the tools of persuasion. The second unit focuses on textual landscapes--written representations of landscape. The third unit moves from personal to public places and moves students, literally, out of the classroom to consider the intentions behind the design of all sorts of public buildings, both in terms of what they say about their functional purposes and how they affect the people who use them. The second section is driven by the students' own research into the rhetorical formation of different discourse communities, in a project investigating the discourse of a specific community. (CR)

ED 414 572 CS 216 089

Woolever, Kristin R.
Rethinking Technical Communication Pedagogy: A Poststructuralist View of Program and Course Design.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Curriculum Development; Higher Education; Instructional Innovation; Student Development; *Technical Writing; Theory Practice Relationship
IDENTIFIERS- Course Development; Curriculum Emphases; *Technical Communication; *Technology Integration; Writing Contexts

Technical communication specialists today really have to be technology experts as well as effective writers--even their titles have changed to "information designers, information engineers, or document developers." Teachers of technical communication should be up to date in the classroom to meet the changing needs of the workplace. Another goal should be the integration of theory and practice. Even in introductory technical communication courses, students need to realize that composing the most standard technical text poses more than one problem with many possible solutions requiring careful attention to the interplay between the audience, the environment, and the document. It is important to rethink technical communication pedagogy on several levels, asking: (1) "Who is the clientele?"; (2) "What are they being prepared to do?"; (3) "Do current programs do what they need to do?"; and (4) "What approach should be taken in course development?" Classes not only include people who want to specialize in technical writing, but technical professionals such as scientists, engineers, and software developers who need to know how to write well in their jobs. Technical communication educators are missing the boat if they teach students "how to" without giving them the tools they need to decide "when to" and "why." It is necessary to rethink the entire curricula with an eye for emphasizing the rhetorical nature of the field, from the individual course to course sequences and requirements. (Appended are reproductions of two slides.) (CR)

ED 414 573 CS 216 090

DESCRIPTORS- Classroom Techniques; *Discussion (Teaching Technique); *English Literature; Higher Education; *Literary Criticism; *Literary Devices; Literature Appreciation; *Twentieth Century Literature
IDENTIFIERS- *Horse Dealers Daughter (The); Lawrence (D H); Literary Settings; Points of View (Writing); Theme (Literary)

"The Horse Dealer's Daughter" is usually taught as being about love's redeeming power. Usual interpretations of this story, however, ignore its title. It is also about a woman who discovers and uses her sexual power. To begin discussion, students are asked how many have ridden a horse and whether they have ever bought or sold a horse at auction. Then Mabel's predicament is discussed--her father has just died, and her options are to babysit for her sister or to find a husband. Using the technique of an imaginary flight over the story's landscape, students can enter into Mabel's mind. She picks out an eligible doctor, Fergusson, and exerts all her forces to marry him. Will they live happily-ever-after? Both people in this romance are needy--the doctor sees Mabel wade into a dank pond and rushes to save her. Although Fergusson is almost lost along with the unconscious Mabel, a transformation takes place where he is "merely and entirely male" and she is "merely and entirely female." Questions remain for class discussion: the animal imagery used to describe Mabel and her brothers; the symbolism of the dunking--a return to the womb for Mabel, a baptism for Fergusson; Lawrence's use of a shift in point of view--omniscient in the beginning, then from Mabel's point of view (the seller), and from the first eye contact, from Fergusson's point of view (the purchaser). A feminist appraisal would be in order for the students, and a comparison of Mabel with other pre-liberation women in literature who needed to get a husband might also clarify the meaning. (NKA)

ED 414 593 CS 216 113

Leone, Stephen J.
The Reality of Computers at the Community College Level.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjunct Faculty; *Community Colleges; Computer Centers; *Computer Uses in Education; Teacher Role; Two Year Colleges; *Writing Instruction; *Writing Laboratories
IDENTIFIERS- Computer Assisted Writing; *Technology Integration

Writing teachers at the community college level who teach using a computer have come to accept the fact that it is more than "just teaching" composition. Such teaching often requires instructors to be as knowledgeable as some of the technicians. Two-year college students and faculty are typically given little support in using computers for composition. Instructors often spend time dealing with basic problems involving printing documents and retrieving data lost from diskettes. Many adjunct instructors (who comprise the bulk of the faculty using the computer room) receive little or no training in the software available to them. Sometimes faculty are unaware of the availability of the Internet in the computer room and find out only through their students. A very small number of adjunct instructors use the computer room as a place to dump their

IDENTIFIERS- Oral Literature; *Oral Presentations

Noting that people enjoy listening to and telling stories, this guide shows bilingual teachers how to use storytelling to stimulate learning, to promote understanding among each other, and to enhance self-esteem. Sections of the guide are: Why Tell Stories?; Reflections Concerning Stories in the Classroom; Suggested Activities for Teachers; and Beginning and Ending a Story. A 169-item annotated bibliography of children's books; an 15-item bibliography for teachers are attached; and a list of 26 brief activities for teachers are attached. (RS)

ED 414 611 CS 509 645

Allen, Mike
Considering Ethical Decisions in an Apprehensive World.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Communication Apprehension; *Communication Skills; Ethical Instruction; Higher Education; Instructional Effectiveness; *Public Speaking; Student Needs; *Teacher Responsibility; *Teacher Student Relationship
IDENTIFIERS- University of Wisconsin Milwaukee

The goal of the instructor in a communication skills course is to improve the student's ability to communicate. The public speaking course at the University of Wisconsin-Milwaukee is important to the Communication Department and to the university--every college except Fine Arts and Letters and Science requires a passing grade in this course for admission. The most beneficial outcome for the student occurs when the instructor finds a method of reducing the anxiety so that instruction, application, and practice is conducted in an atmosphere and with an attitude of confidence. However, when explicit efforts are undertaken to reduce anxiety felt about communication events, they may produce a variety of outcomes. The field has techniques with proven effectiveness at lowering levels of anxiety that need to be used, and at the same time the implications of such changes need to be examined. The key to ethical instruction is to find some basis for action that promotes healthy communication and protects both faculty and students. (Author/NKA)

ED 414 612 CS 509 646

Patterns for Success: Understanding the Employee Handbook. (P6). Workforce 2000 Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 35p.; Funded by National Workplace Literacy Program Grant.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Programs; Course Content; Course Descriptions; *Curriculum Development; Curriculum Guides; *Entry Workers; Evaluation Methods; Learning Modules; Lesson Plans; Reading Comprehension; Reading Skills; Student

(Eileen Veronica Hilke and Carol Conway-Gerhardt); (8) "Inclusion of Students with Disabilities" (Thomas P. Lombardi); (9) "School Choice" (Susan Uchitelle); and (10) "Sexual Harassment" (Dan H. Wishnietsky). (Contains references for each article.) (LMI)

ED 414 630 EA 028 804

Brainard, Edward A.
A Hands-On Guide to School Program Evaluation.
PUB DATE- 96
NOTE- 75p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Data Collection; Elementary Secondary Education; *Evaluation Methods; *Evaluation Research; Program Effectiveness; *Program Evaluation; *Research Methodology; Self Evaluation (Groups); Surveys

Many school districts lack in-place processes for planning and evaluating their programs. In addition, most practicing educators do not have much time to design and carry out program evaluations. This handbook provides a practical guide to program evaluation drawn from action-research principles. The book uses effective, low-cost practices that educators can use while continuing to perform their primary responsibilities. Chapter 1 examines the reasons for evaluating education programs and addresses the role that program evaluation plays in improving education practices and learning opportunities for students. It also lists qualities for a program evaluation and contrasts education research with program evaluation. Chapter 2 offers a 10-step evaluation process for developing, conducting, and concluding a program evaluation. "How-to-do-it" resources and suggestions are offered in chapter 3. The chapter offers tips for constructing a survey, conducting focus-group interviews, and using quantitative data measures and qualitative information sources. A sample survey is included. (Contains 18 references.) (LMI)

ED 414 631 EA 028 805

Cattanach, David L.
The School Leader in Action: Discovering the Golden Mean.
PUB DATE- 96
NOTE- 528p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Behavior; *Administrator Effectiveness; *Administrator Responsibility; *Administrator Role; Board Administrator Relationship; *Educational Administration; Educational Planning; Elementary Secondary Education; Interprofessional Relationship; *Leadership Responsibility; *Public Education; Teacher Recruitment

Public school leadership is a constant search for balances, between and among conflicting ideas and forces, to shape difficult choices. This book is about educational leadership

However, several groups that shape education policy are not referenced in state law: students and their parents, various businesses, parent coalitions, the Nevada Association of School Boards, the Nevada Association of School Administrators, and the Nevada State Education Association. The interactions among governors, chief state school officers, state boards of education, and legislatures are receiving increasing attention from those involved in shaping education policy. The biggest challenge facing state policymakers lies with defining priorities and reaching consensus. Contains one figure and 72 endnotes. The appendix lists education-governance structures in the 50 states. (LMI)

ED 414 651 EA 028 834

Education Watch: The 1996 Education Trust State and National Data Book.
PUB DATE- 96
NOTE- 494p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; Economically Disadvantaged; *Educational Attainment; *Educational Finance; Elementary Secondary Education; Expenditure Per Student; Higher Education; *Minority Groups; Performance; Poverty; *State Norms; *Student Characteristics

This book provides basic data on educational attainment, achievement, and practices for each state and the United States as a whole, with a focus on the academic-achievement gap between minority and white students. The first part provides an overview of the national picture of education, describing academic achievement, expenditures and investments in education, curriculum requirements, standards, and the relationship between educational attainment and work. It also offers examples of successful schools and districts. Recommendations include: (1) set high standards; (2) ensure that all students get a challenging curriculum; (3) make sure that all children have expert teachers; and (4) keep your own education watch. The second part contains profiles of the 50 states and the District of Columbia. Each profile provides information on personal income and educational attainment, the state report card, student characteristics, investments in education, and state educational performance. (LMI)

ED 414 652 EA 028 836

Stonehill, Robert M.; Spencer, Lynn M.
Profiles of the Regional Educational Laboratories, 1997-1998.
PUB DATE- 97
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Educational Development; *Educational Improvement; *Educational Innovation; *Educational Research; Elementary Secondary Education; *Information Dissemination; Research and Development; Shared Resources and Services
IDENTIFIERS- *Regional Educational Laboratories

The Regional Educational Laboratory Program is the U.S. Department of Education's largest research-and-development benefit from an auditory-oral approach; (3) the benefits of an auditory-oral approach, including being able to communicate directly with a wide variety of individuals; (4) the limitations of the auditory-oral approach, including problems of auditory functioning, language processing, and different learning styles; and (5) questions to ask before choosing a program or school, such as whether the school/program offers parent education and support and has a full range of placement options. (CR)

ED 414 670 EC 306 015

Goldberg, Donald
Educating Children Who Are Deaf or Hard of Hearing: Auditory-Verbal. ERIC Digest #E552.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Auditory Training; Children; Deafness; *Early Intervention; Elementary Secondary Education; Hearing Aids; Hearing Impairments; *Inclusive Schools; Mainstreaming; Outcome Based Education; Parent Participation; Program Evaluation; *Speech Skills; *Verbal Communication
IDENTIFIERS- ERIC Digests

This digest presents an overview of the auditory-verbal approach to teaching communication skills to children who are deaf or hard of hearing. The goal of auditory-verbal practices is for children who are deaf or hard of hearing to grow up in "typical" learning and living environments that enable them to become independent, participating, and contributing citizens in an inclusive mainstream society. The principles of auditory-verbal practice are identified and include: (1) working toward the earliest possible identification of hearing loss; (2) seeking the best available sources of medical treatment and technological amplification of sound; (3) helping the child understand the meaning of any sounds heard; (4) helping the child learn to respond and to use sound; (5) using the parents as the most important models for learning speech and spoken communication; (6) working to help children develop an inner auditory system; (7) knowing how children with normal hearing develop and using this knowledge to help children with hearing impairments; (8) observing and evaluating the child's development in all areas; and (9) helping children participate educationally and socially with typical children. The benefits and limitations of this program, and questions to ask before choosing this option are also discussed. (CR)

ED 414 671 EC 306 016

Baker, Sharon; Baker, Keith
Educating Children Who Are Deaf or Hard of Hearing: Bilingual-Bicultural Education. ERIC Digest #E553.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

human services; (13) education, training, and public policy; and (14) effective prevention programs for high-risk mothers. An appendix lists resources including videos, organizations, and parent support groups. (Individual chapters contain references.) (DB)

ED 414 690   EC 306 036

Roberts, Joanne E., Ed.; Wallace, Ina F., Ed.; Henderson, Frederick W., Ed.
Otitis Media in Young Children: Medical, Developmental, and Educational Considerations.
PUB DATE- 97
NOTE- 331p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Auditory Perception; *Child Development; Clinical Diagnosis; Cognitive Development; Definitions; Diseases; Epidemiology; Guidelines; *Hearing Impairments; Incidence; Infants; Language Acquisition; Medical Services; *Otitis Media; Pediatrics; Phonology; *Research and Development; Research Needs; Surgery; *Theory Practice Relationship; Young Children

The 12 chapters of this book provide a synthesis of what is currently known about otitis media and its sequelae on aspects of child development. Chapters are grouped into four sections: definition, prevalence, and diagnosis; auditory, language, and learning sequelae; medical and surgical management; and international perspectives and future directions. Chapters include the following titles and authors: (1) "Definition and Epidemiology of Otitis Media" (Kathleen A. Daly); (2) "Diagnosis of Otitis Media" (Frederic W. Henderson and Jackson Roush); (3) "Hearing Loss among Children with Otitis Media with Effusion" (Judith S. Gravel and Robert J. Nozza); (4) "Effects of Otitis Media with Effusion on Auditory Perception" (Joseph W. Hall, III and others); (5) "Phonological Acquisition and Otitis Media: Speech Perception and Speech Production" (Richard G. Schwartz and others); (6) "Language and Otitis Media" (Joanne E. Roberts and Ina F. Wallace); (7) "Otitis Media and Its Impact on Cognitive, Academic, and Behavioral Outcomes: A Review and Interpretation of the Findings" (Ina F. Wallace and Stephen R. Hooper); (8) "Family-Professional Partnerships in Managing Otitis Media" (Pamela J. Winton and others); (9) "Medical Management of Otitis Media" (Frederick W. Henderson); (10) "Surgical Management of Otitis Media with Effusion" (Douglas H. Todd and Sylvan E. Stool); (11) "An International Perspective on Otitis Media with Effusion: Incidence, Prevalence, Management, and Policy Guidelines" (Richard Maw and Anthea Counsell); and (12) "Developmental Outcomes in Relation to Early-Life Otitis Media: Present and Future Directions in Research" (Jack L. Paradise). Appended is the clinical practice guideline jointly developed by the American Academies of Pediatrics, Family Physicians, and Otolaryngology. (Individual chapters contain references.) (DB)

ED 414 691   EC 306 037

VanTassel-Baska, Joyce
Excellence in Educating Gifted & Talented Learners, Third Edition.
PUB DATE- 98
NOTE- 532p.; With chapters by: Camilla Persson Benbow, John F. Feldhusen, Kenneth Seeley, and Linda Kreger Silverman.
LANGUAGE- English

Barbara Beck, Beatrice Hope Benton-Borghi, and Margaret Cloern.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitude Change; Books; Childrens Literature; Classroom Environment; Cooperative Learning; Elementary Secondary Education; Friendship; Inclusive Schools; *Learning Activities; *Peer Acceptance; *Peer Relationship; *Physical Disabilities; *Social Integration; Spelling; Teaching Guides; Vocabulary Development; Wheelchairs
IDENTIFIERS- Academic Accommodations (Disabilities)

This book for children (ages 8 to 14) and accompanying teacher/parent guide presents the story of two young friends, one of whom uses a wheelchair and coaches her friend in coping with a broken leg. Information on the disability is deliberately presented subtly and incidentally to encourage the reader to relate more personally and foster a deeper level of acceptance and inclusion. The guide offers extensive learning activities related to the book. Included are pre-reading activities, journal and writing activities, vocabulary and spelling activities, suggestions on the inclusive educational environment, cooperative learning lessons (covering art expression, physiology, Franklin Delano Roosevelt, and spinning wheels), and post-reading activities. Also included are charts to help the teacher adapt the environment and learning expectations to individual children with specific disabilities. Attached is a list of resources including organizations, books, computer software, and World Wide Web sites. (DB)

ED 414 708 EC 306 056

Benton, Hope
Whoa, Nellie! and Whoa, Nellie!: Teacher and Parent Guide. Best Friends Series.
PUB DATE- 96
NOTE- 102p.; "Whoa, Nellie!" is by Hope Benton. The accompanying "Teacher and Parent Guide" is by Barbara Beck, Beatrice Hope Benton-Borghi, and Margaret Cloern. Illustration of "Whoa, Nellie!" by Lynne Srba.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Attitude Change; Books; Childrens Literature; Classroom Environment; Classroom Techniques; Cooperative Learning; Elementary Secondary Education; English Instruction; Horseback Riding; Horses; Inclusive Schools; Learning Activities; *Peer Acceptance; Peer Relationship; *Physical Disabilities; *Resident Camp Programs; *Social Integration; Teaching Guides
IDENTIFIERS- Academic Accommodations (Disabilities)

This book for children (ages 8 to 14) and the accompanying teacher/parent guide present the story of a young girl (who happens to have a physical disability and uses a wheelchair), her friends, and their experiences at summer camp as they search for a favorite horse. Information on the disability is presented subtly and incidentally to encourage the reader to relate more personally and foster a deeper level of acceptance and inclusion. The guide offers extensive learning activities related to the book. Included are pre-reading activities, journal and writing activities, English language activities, DESCRIPTORS- *English; *Grammar; *Language Patterns; Language Research; *Linguistic Theory; *Phrase Structure; Structural Analysis (Linguistics); *Syntax

The report of research on English grammar argues that the intransitive resultative construction requires head-movement of the secondary predicate to the main predicate in order to assign the theta-role to the postverbal NP in LF. Then, this construction is taken as an instance in which theta-role assignment is derivational, supporting the findings of previous studies. This analysis then leads to the conclusion that D-structure and S- structure, if they do exist, do not play any crucial role with respect to theta-role assignment and the Projection Principle can not be maintained as stated in a previous theory. What is required is that all theta-relations must be established by LF. (Contains 45 references.) (MSE)

ED 414 727 FL 024 809

Jang, Youngjun
Multiple Subject Constructions in Korean: A Functional Explanation.
PUB DATE- 97
NOTE- 16p.; For complete volume of working papers, see FL 024 807.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Grammar; Idioms; *Korean; *Language Patterns; Language Research; *Linguistic Theory; Structural Analysis (Linguistics); *Syntax; Uncommonly Taught Languages
IDENTIFIERS- Honorifics; *Subject (Grammar)

A study of the distribution and the nature of the so-called Multiple Subject Construction (MSC) in Korean is presented from the perspective of functional syntax theory. The major proposal is that multiple subjectivization is possible only when the first noun phrase of the multiple subjects is characterized by the rest of the clause. The characterizational property of MSCs is detailed, and some constructions that appear to be MSCs but are not are examined. It is suggested that some cases of honorification in Korean seem to be triggered by the topic or theme of the sentence, and not its subject, contrary to the widely accepted assumption that only the subject can trigger the honorification agreement. Contains 10 references. (MSE)

ED 414 728 FL 024 810

Khym, Hangyoo
Constraints on Noun Incorporation in Korean.
PUB DATE- 97
NOTE- 16p.; For complete volume of working papers, see FL 024 807.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Korean; *Language Patterns; Language Research; *Linguistic Theory; *Morphology (Languages); Semantics; Structural Analysis (Linguistics); *Syntax; Uncommonly Taught Languages

A study of the noun incorporation phenomenon in Korean suggests that noun incorporation occurs at D-structure and obeys the Head Movement Constraint syntactically, and the Theme-Only Constraint semantically. First, the structure of "sunrise"-type words is identified, showing that before derivation through nominalization of the affix "-i," compounding between the forms difficulty. The examples come from texts translated from English into French and accompanied by student commentaries on problems encountered during translation. Errors from language interference are distinguished from true translation problems whose solution requires reflection and possibly further research, using a dictionary or other tool. Inferencing with immediately available cues and inferencing involving more complicated intellectual processes are examined. It is concluded that there is a compelling argument for further study of grammatical and stylistic detail so both this information and greater awareness of its practical use can be communicated to students of translation. Contains 16 references. (MSE)

ED 414 750 FL 024 945

Thomas, Sarah; Hawes, Thomas
Citation as Persuasion in Research Articles.
PUB DATE- 96
NOTE- 21p.; For serial publication in which this article appears, see FL 024 940.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Citations (References); Discourse Analysis; Foreign Countries; Language Research; Linguistic Theory; *Persuasive Discourse; *Research; *Rhetoric; *Technical Writing

A study of the use of citations (references to the work of previous researchers) in articles reporting research focuses on the writer's motivation in using them. It is suggested that citation is a rhetorical element that contributes considerably to the persuasive tone of the article, and that citations are introduced primarily to support or be supported by some other proposition in the context. A semantic analysis of a number of excerpts from research articles looked at patterns of citations in three categories (supporting, supported and non-supporting) and described ways in which the support role is indicated in language elements, including explicit signals of support and semantic relations. The head-support relation is proposed as an addition to the existing typology of semantic relations. It was found that the support provided by citations was not all of the same sort, and the existence of a range of support (primary to secondary to complementary) is also proposed. Contains 18 references. (MSE)

ED 414 751 FL 024 946

Parris, David L.
French Vocabulary--Looking for "le mot juste."
PUB DATE- 96
NOTE- 13p.; For serial publication in which this article appears, see FL 024 940.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Foreign Countries; *French; Higher Education; Language Patterns; *Language Processing; Second Language Learning; *Second Languages; *Semantics; Student Attitudes; *Vocabulary; *Vocabulary Development
IDENTIFIERS- Ireland

The apparent difficulty of students of French as a second language to acquire French vocabulary is examined, drawing on experience with teaching Irish university students and the

Tomorrow Fund are appended. A summary brochure is also included. (MDM)

ED 414 773 HE 030 229

Schwartz, Robert A.; Bower, Beverly L.
"Ain't I a Woman, Too?" Tracing the Experiences of African American Women in Graduate Programs in Education.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Attitudes; *Black Students; *Educational Attitudes; *Females; Focus Groups; *Graduate Study; Higher Education; *Postsecondary Education as a Field of Study; Preservice Teacher Education; Qualitative Research; Racial Attitudes; Racial Differences; Schools of Education; Socioeconomic Influences
IDENTIFIERS- *African Americans

This study examined the personal and professional experiences of African American women before, during, and after earning a graduate degree in education. An initial survey was sent to approximately 110 African American women, with questions on family background, sources of support, and deterrents to graduate study. From this group, a second survey was sent to approximately 50 individuals who had pursued or were pursuing graduate degrees in higher education. Focus groups were also conducted with individuals from the second survey group. It was found that some individuals felt a gap between the academy and the African American community, and that this may deter some African Americans from pursuing graduate study in education or other fields. They also discussed the effects of racism and sexism in their education and work experiences. The responses also indicated that these African American women pursuing graduate degrees in higher education were fiercely independent, proud, and determined. As a group, they often spoke about the importance of self-reliance but often in combination with some level of spiritual or religious commitment. (MDM)

ED 414 774 HE 030 574

Native American Student Recruitment and Retention at Colleges and Universities in New Mexico.
PUB DATE- 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indians; *College Programs; College Students; Enrollment; *Enrollment Trends; Higher Education; Program Descriptions; *Public Colleges; Racial Integration; *School Holding Power; State Universities; *Student Recruitment
IDENTIFIERS- *Native Americans; *New Mexico

This report describes programs at New Mexico's colleges and universities that focus on the recruitment and retention of Native American Students. It also provides enrollment data for fiscal year 1995-96 and student retention data for three cohorts of students who enrolled as freshmen in 1993, 1994, and 1995. The report is based on a survey of all public comparison groups for their second semester at UMCP, there were such differences for the following semester, with retention rates of 90 percent for the treatment group and 79 percent for the comparison group. In addition, there were marked differences between the 2 groups in regard to retention in good academic standing for 3 semesters following the intervention, with retention in good academic standing rates of 80 percent for the treatment group and 62 percent for the comparison group. The findings support the belief that students should be encouraged to begin the career exploration process early in their undergraduate years. (MDM)

ED 414 795 HE 030 688

Burke, Joseph C.; Serban, Andreea M.
Performance Funding and Budgeting for Public Higher Education: Current Status and Future Prospects.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Administrators; *Budgeting; College Governing Councils; College Presidents; Deans; *Educational Attitudes; *Educational Finance; Educational Policy; *Higher Education; National Surveys; *Public Colleges; State Departments of Education; *State Officials; Telephone Surveys
IDENTIFIERS- Performance Budgeting; *Performance Funding

This study examined the attitudes of state education policymakers and campus representatives in regard to performance funding and budgeting in public higher education. A mailed survey of 916 state education policymakers, campus administrators, deans, and faculty senate chairs in nine states was conducted in December 1996, and a follow-up telephone survey of state higher education finance officers (SHEFOs) in all 50 states, Puerto Rico, and the District of Columbia, which sought to differentiate performance funding from performance budgeting, was conducted in April 1997. The former survey found a preference for state higher education budgets driven by current costs, improved results of higher education institutions, and enrollment levels; all groups except state education policymakers considered that external accountability was the main purpose of performance funding. The telephone survey found that 10 states currently had performance funding for public colleges and universities. Eighteen SHEFOs from states without performance funding indicated that it was likely that their states would adopt such a program in the next five years. Eight states reported currently having performance budgeting for public higher education, and 18 of the respondents indicated that it was likely that their states and the District of Columbia would institute performance budgeting over the next 5 years. (MDM)

ED 414 796 HE 030 689

Gullatt, David E.; Weaver, Sue Wells
Use of Faculty Development Activities To Improve the Effectiveness of U.S. Institutions of Higher Education.
PUB DATE- 97
NOTE- 33p.; Paper presented at the Annual Meeting of the Professional and Organizational Development Network in Higher Education (22nd, Hines City, FL, October 16-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accountability; Accreditation (Institutions); Degrees (Academic); *Educational Assessment; Educational Environment; Educational Psychology; Educational Trends; Experiential Learning; Feedback; Goal Orientation; Higher Education; Learning Processes; *Program Evaluation; Relevance (Education); School Community Relationship; *Student Evaluation

This collection of seven major presentations at a 1997 conference on assessment and quality in higher education includes three plenary presentations and four introductions to program strands. In "Accountability and Assessment in a Second Decade: New Looks or Same Old Story?" Peter T. Ewell stresses the importance of defining the academic integrity of the degree, identifying core processes related to the degree, and focusing on each institution's own quality assurance and improvement processes. Margaret Miller, in "Looking for Results: The Second Decade," urges more attention to tracking students' deep learning, understanding the effects of powerful pedagogies on students and teachers, addressing public questions and concerns, establishing standards, and examining the effects of technology on assessment and vice versa. In "Feedback: How Learning Occurs," Grant Wiggins differentiates between evaluation and feedback, seen as the most necessary component of assessment. Next, Ellen Earle Chaffee, in "Listening to the People You Serve," shows how campus environments based on feedback and assessment are flexible and serve both student and societal needs. Sherril Gelmon, in "Intentional Improvement: The Deliberate Linkage of Assessment and Accreditation," reconceptualizes accreditation based on assessment as an opportunity to improve. George Kuh, in "Working Together To Enhance Student Learning Inside and Outside the Classroom," urges tighter connections between the curriculum and students' out-of-class experiences. The last paper, "The New Conversations about Learning" by Theodore J. Marchese, links the latest findings about how people learn to the design and assessment of experiences that prompt "deep learning." (Some papers contain references.) (DB)

ED 414 816 HE 030 795

Teaching Workload of Full-Time Postsecondary Faculty. Indicator of the Month.
PUB DATE- 97
NOTE- 4p.; Extracted from "The Condition of Education 1997," see ED 404 766.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; *Faculty Workload; Full Time Faculty; Higher Education; National Surveys; Noninstructional Responsibility; Statistical Data; Tables (Data); *Teaching Load; Trend Analysis
IDENTIFIERS- *National Study of Postsecondary Faculty

This brief publication summarizes data from the National Study of Postsecondary Faculty, 1988 and 1993, concerning the teaching workload of full-time college faculty. The following findings are highlighted: (1) In 1992, faculty members spent 54 percent of their work hours teaching, 18 percent conducting research, and 13 percent performing administrative tasks; (2) between 1987 and 1992, the percentage of time spent teaching decreased (from 57 to 54 percent) though the number of classroom and student contact hours increased; (3) generally, full professors spent a higher percentage of their time conducting research;

colonial colleges and the passing of the Land Grant College Act of 1862. Although there were false starts and confusion between "private" and "public," or church and state support, it should be noted that almost two-thirds of the states had already established universities prior to 1860. Collectively, these inaugural addresses of the state university presidents present ideas that were destined to become characteristic of the state universities. (Contains 53 references.) (SW)

ED 414 832   HE 030 818

Johnson, Eldon L.
Misconceptions about the Early Land-Grant Colleges.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.
PUB DATE- 80
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agricultural Colleges; Educational Demand; *Educational History; Educational Policy; Educational Trends; Federal Aid; Federal Legislation; Federal State Relationship; *Government School Relationship; Higher Education; *Institutional Mission; *Land Grant Universities; *Public Policy; Trend Analysis
IDENTIFIERS- *Morrill Act 1862

A review of the evolution and characteristics of the emerging land grant institutions during the period from the passing of the Morrill Act in 1862 until about 1890 refutes some popular misconceptions about these institutions. Land grant institutions added new subjects to the curriculum, provided higher education for the "industrial classes," and created a new concept of the function of college in society. The discussion notes early disappointments in the demand for the new education, the expectation that new land-grant colleges would be a major force for national development after the Civil War, and how what was initially a national policy evolved into a state responsibility. One misconception about land-grant institutions concerns their uniqueness. Although similar types of grants had long been used by all levels of government for many purposes--including the founding of educational institutions--the political forces that enacted the land-grant legislation were probably as much concerned with land policy as with educational policy. In the first quarter-century of their evolution, agricultural colleges were unable to make much impact on national development, nor was there a definitive profession or science of agriculture. (Contains approximately 335 endnotes and 115 bibliographic references.) (SW)

ED 414 833   HE 030 819

Wetzel, James N.
The Effect of Tuition Differentials on Student Enrollment Patterns and University Revenues. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Access to Education; *Business

program currently supports 568 projects and serves 41,000 students. Major findings of the study of Upward Bound project operations include: consistency characterizes Upward Bound grantees and their core operations; academics are a central focus of most Upward Bound projects; Upward Bound operations are primarily student-centered; unmet need and student demand for Upward Bound exceed the program's current capacity; and projects report high college-going rates yet exhibit low rates of student persistence. Three issues for policymakers are identified: (1) the need for improved measures of project performance and accountability; (2) the need for more pre-college services, and (3) the need for fostering projects' efforts to improve efficacy through experimentation. The second report presents results of a survey of 220 projects hosted by post-secondary institutions. The survey reviewed student and project characteristics, program goals and offerings, delivery methods, staffing, recruiting/admission, and outcomes. The third report analyzes data from a survey of about 700 Upward Bound target schools. (Each report contains references.)

ED 414 851 HE 030 839

The Federal Student Financial Aid Handbook 1998-99.
PUB DATE- 97
NOTE- 975p.
LANGUAGE- English
EDRS Price- MF07/PC39 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); Eligibility; Federal Legislation; Federal Regulation; Government School Relationship; Grants; Higher Education; Scholarships; *School Accounting; State Federal Aid; *Student Financial Aid; *Student Loan Programs; Work Study Programs
IDENTIFIERS- Family Education Loan Program; Federal Direct Student Loan Program; Pell Grant Program; Perkins Loan Program; Supplemental Educational Opportunity Grants

This handbook explains the policies and procedures required for proper administration of Student Financial Assistance (SFA) Programs, as determined by federal law or regulations of the Department of Education (ED). The 11 chapters cover the SFA programs from the vantage point of the school's financial aid administrator. Chapter 1 provides general information and lists related resources. Chapter 2 addresses general student eligibility requirements that apply to all SFA programs. Chapter 3 explains school and program eligibility requirements common to all SFA programs. Chapter 4 explains how to calculate Pell Grant payments and how to report payments to ED. Chapter 5 provides general information common to the three campus-based programs the Federal Perkins Loan Program, the Federal Work-Study Program, and the Federal Supplemental Educational Opportunity Grant Program. Chapters 6 through 8 cover these programs individually. Chapter 9 discusses the state grant and scholarship programs. Chapter 10 covers the Federal Family Education Loan Programs. The final chapter covers the William D. Ford Federal Direct Loan Program. (DB)

ED 414 852 HE 030 842

Multicultural Education Training Project.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Federal Programs; Financial Audits; Higher Education; Job Skills; Job Training; Labor Force Development; Loan Repayment; Management Information Systems; Money Management; Noncollege Bound Students; Paying For College; Postsecondary Education; Program Administration; School Business Relationship; School Holding Power; *Student Costs; *Student Financial Aid; Tuition

This document summarizes major postsecondary education issues and school-to-work and youth employment programs for the Education Task Force of the U.S. Senates's Committee on the Budget, and is based on General Accounting Office (GAO) studies completed during 1990-1997. The discussion of postsecondary education issues centers around five themes: ensuring access, increasing retention, improving quality, increasing affordability, and improving financial aid program management and oversight. It is noted that while postsecondary education is important to students' future earning power, the cost of attending college is rising rapidly. In addition, some federal programs designed to help educationally and economically disadvantaged youth enter, stay in, and complete postsecondary education have had limited effectiveness. Also identified are some of the financial management and oversight problems, along with congressional and agency actions taken to address these problems. Programs to help noncollege-bound youth obtain alternative work skills also have not lived up to expectations, and there is a discussion of the Job Training Partnership Act youth programs and the Job Corps programs. Appended is a list of related GAO documents. (SW)

ED 414 869   HE 030 868

Belcheir, Marcia J.; Michener, Barbara
Dimensions of Retention: Findings from Quantitative and Qualitative Approaches.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *College Freshmen; Grade Point Average; Higher Education; *Institutional Research; *Predictor Variables; *Qualitative Research; Research Methodology; School Holding Power; Self Evaluation (Individuals); State Universities; *Statistical Analysis; Teacher Student Relationship; Urban Universities
IDENTIFIERS- *Boise State University ID

Quantitative and qualitative methods were used to study retention and first-semester grade point average at Boise State University (Idaho), a metropolitan university with many commuter students. The quantitative portion of the study was based on questionnaires completed by 235 freshmen; the qualitative part was based on interviews with a different, random group of 25 freshmen. It was found that first-term grade point average was the best predictor of persistence, and both approaches confirmed the importance of faculty contact to early academic success. However, the qualitative study noted that students most in need of faculty contact often used poor grades as a reason not to talk to professors. Both measures also showed how self-reporting can lack accuracy: In the quantitative study, students with higher self-assessments of academic and psychological readiness for college were less likely to persist; in the qualitative study, students also did not always make accurate judgments about academic performance and chances for continuing. The quantitative study found no effects for age or having children or being employed, but the

Relationship; *Junior High School Students; Junior High Schools; *Mentors; *Middle Schools; *Nontraditional Occupations; Occupational Aspiration; Program Development; Program Evaluation; Program Implementation; *School Business Relationship; Sex Fairness; Technical Occupations; Wages; Womens Education; Work Attitudes
IDENTIFIERS- Florida; *Middle School Students

This manual is designed for persons who are responsible for implementing career-mentoring programs, especially for middle and junior high school girls, emphasizing nontraditional, high-wage occupations. Such a program is recommended by the School-to-Work Opportunities Act as a connecting activity. The manual is organized in two sections plus appendixes. The first section introduces and defines the concept of mentoring, suggesting implications for career mentoring. It defines mentoring project goals and provides tips for getting started. The second section is a how-to guide for beginning and implementing a mentoring program. Topics covered include the following: (1) planning a career-mentoring program; (2) introducing the business community to the concept of career mentoring; (3) recruiting, screening, and training mentors; (4) coordinating mentor/mentee matching and providing ongoing support; (5) providing ongoing support for mentors and mentees; (6) using the media; and (7) evaluating the program. Appended are selected mentoring models and public relations products and sample forms. An annotated bibliography of career and gender-equity resource information contains the following: 12 career assessment tools, 12 publications on gender equity, 14 gender equity organizations, 8 middle school career publications, 13 career publications for girls, 2 other resources, 7 national organizations, and 6 resource organizations for career information. (Contains 12 references.) (KC)

ED 414 421 CE 075 310

Career Mentoring for Middle- and Junior-High-School Girls. Mentor's Manual. A Florida School-to-Work Gender Equity Initiative.
PUB DATE- 96
NOTE- 40p.; For a related coordinator's manual, see CE 075 309.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Choice; Education Work Relationship; Employed Women; Employment Opportunities; Equal Opportunities (Jobs); *Females; Intermediate Grades; Interpersonal Relationship; Interprofessional Relationship; *Junior High School Students; Junior High Schools; *Mentors; *Middle Schools; *Nontraditional Occupations; Occupational Aspiration; Program Development; Program Evaluation; Program Implementation; *School Business Relationship; Sex Fairness; Teaching Methods; Technical Occupations; Wages; Womens Education; Work Attitudes
IDENTIFIERS- Florida; *Middle School Students

This manual has been developed to assist mentors in working with mentees in a career mentoring program. The manual is divided into four sections. The first section provides information on how to be an effective career mentor. It suggests strategies to make the time mentors spend with mentees meaningful. The second section provides information on adolescent development in order to help mentors learn what to expect from the youth they are mentoring. The workplace is the topic of the third section. The

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Choice; Course Content; *Education Work Relationship; Elementary Secondary Education; Equal Opportunities (Jobs); Interpersonal Relationship; Interprofessional Relationship; *Mentors; Occupational Aspiration; Program Development; Program Evaluation; Program Implementation; *School Business Relationship; *Volunteer Training; Volunteers; Work Attitudes; *Workshops
IDENTIFIERS- *Wisconsin

This publication is designed to aid teachers and administrators in preparing and teaching workplace mentors as part of the school-to-work program. The handbook is also a guide and workbook for teachers of mentors, self-educated mentors, parents, employers, and others interested in work-based learning and mentorship. The handbook consists of three sections that address: mentoring young learners; Wisconsin's work-based learning programs; and mentoring activities, examples, and checklists. The handbook describes mentorship; provides a common language for work-based learning, and details work-based learning relationships and responsibilities. It offers guidance to develop constructive communication and includes activities and exercises to prepare mentors. This material can be presented as a half-day or two 2-hour workshop sessions for prospective mentors. (KC)

ED 414 441 CE 075 356

Kelly, Kelan J.
School-to-Careers. Background Paper 97-8.
PUB DATE- 97
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; *College School Cooperation; Cooperative Education; *Education Work Relationship; Educational Finance; Federal Aid; Federal Legislation; *Government School Relationship; Higher Education; Program Development; Program Implementation; School Business Relationship; Secondary Education; State Aid; State Government; State Legislation; *State Programs; Statewide Planning; *Tech Prep; *Work Experience Programs
IDENTIFIERS- *Nevada

School-to-careers (STC) is a comprehensive approach to educational reform that provides students with the knowledge and skills necessary to make a successful transition from school to work. Systems that combine academic study and work experience are developing in every state in response to the federal School-to-Work Opportunities Act of 1994. The Nevada Legislature has laid the foundation for the state's STC system through enactment of Assembly Bill 303. The 13 western states have used different approaches: career academies, cooperative education, skills guarantee initiatives, tech prep programs, and youth apprenticeships. Nevada is one of the few states in which STC system development and implementation involves the legislature, executive branch agencies, local education agencies, colleges and universities, and the business community. The state agencies responsible for oversight have obtained a multiyear, multimillion dollar federal grant to expand existing programs and services. The governor has requested continued state funding for increasing student school-to-work opportunities. The system's operational side consists of four regional partnerships, each composed of several local

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Communication Skills; Correctional Education; *Educational Certificates; Foreign Countries; *General Education; *Integrated Curriculum; Learning Activities; Mathematics Skills; Numeracy; Reading Skills; Student Certification; Student Evaluation; Vocational Education; Writing Skills
IDENTIFIERS- *Certificates of General Educ Adults (Australia)

Ways to integrate the four streams of the Certificates in General Education for Adults (CGEA) are presented in this document. The four streams of Australia's CGEAs are as follows: reading and writing, oral communication, numeracy and mathematics, and general curriculum options. This guide notes that the CGEA aims to promote a holistic approach to teaching and learning. Level one and two are particularly suited to an integrated approach. At higher levels, independent research projects offer a way to integrate streams. Teachers do not need to devise separate assessment tasks for each stream; they can also be integrated. A reporting system should be planned so competencies are recorded as they are achieved. An example is provided of choosing a theme of study to integrate the CGEA streams. Six tasks/activities relevant to the theme--food--are correlated to integrated learning activities in each CGEA stream. A second example provides an integrated focus in a vocational setting. A diagram illustrates a short course designed to accommodate the push towards vocational education in a correctional setting. The course aims to inform students of occupational health and safety issues before starting work in the prison industries. Integrating learning activities are listed for three CGEA streams. A third example provides a model to plan integrated study programs. In this wheel model, the theme--trees--is placed in the center and the project works through the general curriculum options stream before expanding into the remaining streams. (YLB)

ED 414 460 CE 075 380

Swindell, Rick; Vassella, Ken
U3As in Australia and New Zealand: Society's Four Million-Dollar Bonanza.
PUB DATE- 97
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; Aging (Individuals); Comparative Analysis; Educational Attitudes; Educational Objectives; Educational Philosophy; *Educational Practices; *Educational Trends; Financial Support; Foreign Countries; Futures (of Society); Lifelong Learning; Models; *Older Adults; *Open Universities; Program Administration; Voluntary Agencies; Volunteers
IDENTIFIERS- *Australia; New Zealand; *Universities of the Third Age

University of the Third Age (U3A) programs in Australia and New Zealand were examined through data collected from 126 U3A groups in Australia and 20 in New Zealand. The 24,870 responses and 2,002 responses obtained in Australia and New Zealand, respectively, represented 76% and 77% of U3A group members in the two countries. Data were collected about the following: nature and extent of voluntary activities within individual U3A groups; management issues (finances, external support, and teaching); and the future of U3As. U3As were determined to be

Programs; *Futures (of Society); *Literacy Education; *State Programs; Workplace Literacy
IDENTIFIERS- *Colorado

A commission of business leaders appointed by the governor of Colorado studied adult basic education (ABE) in the state in order to determine its value to the citizens of the state and to the state's future. Throughout a 6-month period, the commission discussed issues pertaining to the field with private providers, adult learners, and government agency representatives from many fields and areas of the state. Commission members asked questions about the following: coordination of services, funding, educational system attainment of students and parents, economic ramifications, adult undereducation and prison, and education and welfare reform. From this research they arrived at a definition of ABE, outlined four methods of instruction in ABE (ABE, family literacy, work force education, and workplace education), identified 10 values that constitute the system on which the commission built recommendations, and created a vision for adult education ("a demand-side strategy"). The commission made eight recommendations for improving the ABE system and issued a call for action. (Contains 14 references.) (KC)

ED 414 479 CE 075 415

Connors, James J., Ed.; Murphy, Tim H., Ed.
Creating the Future through Research. Proceedings of the National Agricultural Education Research Meeting (Las Vegas, Nevada, December 10, 1997). Volume XXIV.
PUB DATE- 97
NOTE- 545p.
LANGUAGE- English
EDRS Price- MF2 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Standards; *Agricultural Education; Agricultural Engineering; Articulation (Education); Block Scheduling; Career Choice; *Classroom Techniques; Cognitive Style; Comparative Analysis; Cultural Pluralism; Distance Education; Education Work Relationship; Educational History; *Educational Practices; Educational Research; Elementary Secondary Education; Equal Education; Extension Education; Foods Instruction; High School Students; Integrated Curriculum; Laboratory Safety; Navajo (Nation); Rural Education; Sex Differences; Student Organizations; Student Teachers; *Teaching Methods; Technical Writing; Urban Education; *Vocational Education Teachers; World Wide Web; You *Agricultural Sciences
IDENTIFIERS- *Agricultural Sciences

The following are among the 51 papers and 7 poster sessions included: "Agriculture in the Classroom" (Hillison); "Effects of an Elementary Agri-Science Program on Student Perceptions of and Performance in Agriculture and Science" (Howell); "Current Status of Preservice Teacher Education Programs in Agriculture" (Swortzel); "Problems and Challenges Associated with the First Years of Teaching Agriculture" (Mundt, Connors); "A Comparison of Attitudes of Students, Parents, and Counselors toward Agriculture and Agricultural Education" (Dyer, Osborne); "Comparison of Attitudes toward Agriculture of Urban High School Students by Agricultural Education Enrollment Status, Minority Status, and Gender" (Talbert); "Ethics and Agricultural Education" (Foster); "Changing the Opportunities Provided for Cognitive Processing in College of Agriculture Classrooms" (Whittington, Bowman, Tirima); "Comparing Academic and entertainment); business and management (accounting, computer science, management, marketing and sales, banking and finance, consumer and personal services, administrative support); health services (health diagnostics, health therapy, health information support, health care environmental services); human resources (legal services, protective services, social services, educational services, recreation and coaching); industrial and engineering (construction, mechanical, production and manufacturing, technical service and repair, engineering); and natural resources (agricultural sciences, forestry and conservation, environmental sciences, exploratory sciences). Appended are the following: sample exploratory experience outline form; sample exploratory experience activity; and list of 22 resources. (MN)

ED 414 496 CE 075 464

Vocational Education and Training Reform in Estonia.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Counseling; Career Guidance; Continuing Education; Developing Nations; *Educational Development; Educational Needs; Equal Education; Foreign Countries; International Cooperation; *International Educational Exchange; *Job Training; Marketing; *Needs Assessment; Postsecondary Education; School Business Relationship; Secondary Education; Sex Discrimination; Teacher Education; *Vocational Education
IDENTIFIERS- *Estonia

This report on vocational education and training (VET) reform in Estonia is one of a series of country reports by the European Training Foundation on the reform process in partner countries. Chapter 1 provides basic data on the country. Chapter 2 describes the present situation and recent developments in VET. It covers main features of the educational system, strategic objectives for VET, and legislative framework. It looks at developments in these areas: administrative structure and decentralization; finance; adaptation of training to changes in the economy and society; identification of skills needs; quality standards and qualifications; promotion of continuing VET; social partners; involvement of enterprises in VET; equal opportunities; access to training; and vocational guidance and counseling. Chapter 3 describes international assistance and cooperation, including the European Union's Phare (VET reform) and Leonardo programs. Chapter 4 covers these challenges and further needs: skills needs analysis, institutional arrangements, and qualifications and training methods. Chapter 5 suggests these priorities for further assistance: system monitoring, links with the labor market, continuing training system, social partner involvement, vocational guidance and counseling system, exchange programs, rural area youth, and teacher and trainer training. Appendixes include key indicators, VET system diagram, legislative framework, responsible bodies, and international assistance. (YLB)

ED 414 497 CE 075 465

Vocational Education and Training Reform in Lithuania.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

*Career Development; Career Education; Career Guidance; Careers; Counseling Techniques; *Counseling Theories; Foreign Countries; Individual Development; Models; Vocational Education; Vocational Interests
IDENTIFIERS- Canada; ERIC Digests

The need for lifelong career development in Canada is becoming increasingly evident as more people switch jobs. To meet this need, it has been suggested that counseling services for adults should be organized in a three-tiered structure. Such a structure would ensure that individuals have access to a counselor in accordance with their level of need. The focus of the first tier of service would be on self-exploration and career assessment. There would be a guided self-serve information system to meet widespread needs. The tier would include coached self-help, computer assistance, needs determination, group seminars, and could include special needs clients. In the second tier, more in-depth assistance would be available, such as skill training and information on entitlements. The third tier would include individual counseling where the clients clarify their inability to do what needs to be done, evaluate career strengths and barriers, examine assumptions which affect thoughts and actions, as well as active intervention with third parties, and the coaching and mentoring of clients. All three tiers could be housed in one location or be provided geographically by various agencies in a municipality. In addition to serving adults in transition, this program could aid secondary schools. A three-tiered career development service could provide a full range of services. (RJM)

ED 414 516 CG 027 043

Bradshaw, Richard A.
Delivery of Career Counseling Services: Videodisc & Multimedia Career Interventions: ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Persistence; Adolescents; At Risk Persons; Canadian Studies; Career Awareness; *Career Counseling; *Career Development; Career Education; Career Guidance; Careers; *Dropout Prevention; Dropouts; Educational Environment; Foreign Countries; *High Risk Students; High Schools; *Intervention; School Holding Power; Withdrawal (Education)
IDENTIFIERS- Canada; ERIC Digests

Over one-third of high school students in Canada are dropping out of school. However, the advent of multimedia computer technology has increased the potential of career interventions, particularly for at-risk youth. This digest describes such a program entitled Knowledge for Youth About Careers (KYAC). KYAC is based on attribution change theory and self-efficacy theory. Its video scenes model career development skills like information interviewing, networking, and other strategies. In KYAC, students select one of two main characters and then follow the character as he or she ages from 17 to 28 years old by touching their chosen character's face on the computer screen. During scenes, the action stops at key points and small graphic "thought balloons" appear on the screen so as to community, then they will find it with peers, gangs, or other means. Subsequently, the importance of extra-curricular involvement for at-risk youth is reported in this paper; to what extent this involvement had potential to influence performance in academics is also examined. Involvement in community-based programs and involvement in activities within the home, especially parent-children interactions, were also investigated. Participants (N=20) were interviewed to determine the students' involvement with school-related activities, such as sports, and involvement in church, music, scouts, clubs, sororities, and neighborhood groups. Results from these interviews indicate that family, school-sponsored extra-curricular activities, and community activities all had a significant impact on the academic engagement, performance, and socio-emotional growth of these adolescents. Findings also suggest that many parents feel alienated from high schools, are unable to comprehend the academic work, and are unable to offer much assistance with homework. It is suggested that schools invite parents into the schools and use extra-curricular activities to enhance students' academic commitment. The report includes a questionnaire on parental involvement, lists some characteristics of at-risk learners, and offers strategies for teachers. (RJM)

ED 414 534 CG 028 194

Huntsinger, Carol S.; Jose, Paul E.; Shutay, Jeanette; Boelcke, Kristin
Achievement, Activity Choice, and Self-Perception from Early to Late Adolescence.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Adolescents; *Chinese Americans; *Extracurricular Activities; Longitudinal Studies; *School Activities; Secondary Education; *Self Concept; Self Management; Student Behavior; Student School Relationship; Whites
IDENTIFIERS- Activity Preferences

Most research on adolescents has been conducted with white, middle-class adolescents, which has created a lack of differentiation among the majority and minority cultures in the United States. To correct this, adolescents from two cultural groups at two points in time were studied so as to see how their trajectories differ in terms of academic achievement, activity choices, time use, and self-perception. A sample of 55 second-generation Chinese-American and 58 Euro-American students from well-educated suburban families participated in two data collections 5 years apart. Results indicate that the Chinese-American students achieved higher grades, had higher aspirations, participated more in arts and academic extra-curricular activities, and spent more time doing homework than their Euro-American counterparts. Euro-American students participated in band and sports to a greater degree, got more sleep, spent more time with friends, dated more, and were more likely to be employed than Chinese-American students. It was found that activity participation was related to the adolescents' self-perceptions. Chinese-Americans' self-ratings services that help keep them healthy or heal them when they are ill. This study examines the demographic, psychological, and physical health status of a group of children (N=293) with no access to health care, and who experienced an acute health problem. The children ranged in age from 3 to 18 years. Over three quarters were Latinos and 37% of the acute health problems involved dental needs. Two important issues are examined: a comparison of the opinions of the treated children's parents, referring school nurses, and medical providers concerning the potential disruption to the children's immediate school attendance and functioning; and a portrayal of the differential perceptions of the children's parents and school nurses concerning the psychological motivations of the parents to obtain care for their children's acute health problems. The results underscore the importance of early attention to acute childhood health problems: (1) parents who are unable to provide medical care for their children do notice that their children need care and are active in trying to access healthcare for their children; (2) medical professionals must be taught that most lower, middle class parents, often termed the "working poor," do try very hard to procure physical health care for their children; and (3) too many children and falling through the cracks of the U.S. health care system. The average estimated monetary cost for each acute care service provided was $350, with 70% of nurses, 70% of parents, and 38% of health care providers reporting that the health problem was moderately to highly interfering with the child's school functioning. (RJM)

ED 414 554   CG 028 218

Vaught, Claire Cole
A National Survey of Future Need for School Counselors.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; Elementary Secondary Education; *Employment Projections; National Surveys; *Needs Assessment; Pupil Personnel Services; Pupil Personnel Workers; *Research Needs; *School Counseling; *School Counselors
IDENTIFIERS- Virginia

Little specific information exists on the number of school counselors needed in the United States for the next five to ten years. To gauge this need, the results of a 1996-1997 survey of all state-level departments of education are reported here. Information concerning the employment future for school counselors nation-wide is also offered, as are the results of a district-wide survey conducted in Virginia. The one-page survey for this study was mailed to the chief certification officer of the state department of education for each of the 50 states and the District of Columbia. Results based on 39 returned surveys indicate that no accurate pool of information about the numbers of school counselors needed in the next 5 to 10 years seems to exist and few state departments of education have procedures in place to assess this need. Apparently, trends in some states, such as budget constraints and reductions in staff support positions, could decrease the number of counselors needed in the next several years. However, trends are also evident which may favorably affect employment opportunities of school counselors, such as increased funding for school counseling positions and legislative efforts to require elementary counselors. Implications and recommendations are provided. (RJM)

Gong, Gwendolyn
No More Peking Ducks in Hong Kong: Provoking Critical Thinking through "Subversive Teaching."
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Critical Thinking; Elementary Secondary Education; Foreign Countries; Higher Education; Instructional Improvement; Memorization; *Student Development; *Student Needs; Teacher Role; Teaching Methods; *Thinking Skills
IDENTIFIERS- *Educational Issues; *Hong Kong; Learning Environments; Problem Based Learning

Education in Hong Kong has been developed along a British model that uses examination results to determine students' academic futures: to be allowed to go on to a university to study or to go into the workplace with a tenth-grade education. The system has been described by likening students to Peking ducks who are forced to eat, fattened up for someone else's table. Similarly, students are stuffed with information from books by way of rote learning, and memorization. Students are not allowed to comment or question the information. Thus Hong Kong's tertiary students enter universities with an ability to receive information, but little or no experience in independent or critical thinking. Among the strategies that teachers can use to help their students better prepare for the future and avoid becoming Peking ducks: create and maintain student-centered learning environments; design prompts as rhetorical scenarios dealing with contemporary social, political, and economic issues; and incorporate problem-based learning pedagogy/strategies. (Contains 10 references.) (CR)

ED 414 574 CS 216 091

Zarnowski, Myra
Telling Lewis Hine's Story: Russell Freedman's "Kids at Work."
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (87th, Detroit, MI, November 20-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Abuse; *Child Labor; Child Welfare; Children; Industrialization; *Nonfiction; *Photographs; *Photojournalism; *Quality of Life; Story Telling
IDENTIFIERS- *Hine (Lewis Wickes); Historical Background

In "Kids at Work," Russell Freedman explores the world of child labor during the years 1908-1918 when Lewis Hine, "teacher-crusader," worked as an investigative photographer for the National Child Labor Committee (NCLC). Hine's writing and the photos he gathered from across the country revealed a "shocking reality that most Americans had never seen before." Russell Freedman's intertwining of three distinct sources of information--facts, photographs, and the focused experience of students. Other problems that arise include the ease of copies of other students' essays and reports being passed off as original work, and the proliferation of computer viruses. One solution would be to have one English instructor placed in charge of the computer writing lab whose responsibilities would include supervising the instruction in the lab and sitting on the school's technology committee. (RS)

ED 414 594   CS 216 114

Williams, Bronwyn T.
A Different Mirror: The Position of Immigrant Writers in British Society.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *Authors; *Cultural Context; Foreign Countries; Higher Education; *Immigrants; Interviews; Multicultural Education; *Social Attitudes; Student Participation; *Writing Instruction
IDENTIFIERS- *British Culture; *Writing Contexts

In teaching international students in Britain and students in the United States in multicultural and multiclass classrooms, a common resistance was found to the consideration of how culture and society shape identity. Even international students from collectivist cultures, who see their identities as inextricable from their communities in their countries of origin, resist the idea that the new society in which they find themselves is busy defining them, regardless of their actions or responses. One approach to this problem is to encourage students to write in a way that engages the societal expectations and identities of the culture surrounding them. While the central mythology of the United States is that of an immigrant-receiving nation, Britain is considered a post-colonizing nation fundamentally hostile to the idea of immigration. Paradoxically, much of Britain's popular writing of the last 15 years has come from novelists who are immigrants, novelists such as Caryl Phillips, Hanif Kureishi, Sunetra Gupta, and Jan Lo Shinebourne. In interviews, these four writers respond differently about their conceptions of identity, and their answers may reverberate differently in a multicultural classroom. Cultural differences and classroom requirements will necessitate different kinds of writing with different focuses. Yet students should consider their roles as writers in relationship to the society they are experiencing. They should be encouraged to feel a sense of power and engagement as public writers--or writers with a public. (NKA)

ED 414 595   CS 216 115

Desser, Daphne
Letters from Czarist Russia: Rhetoric as Political Action.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Needs
IDENTIFIERS- *Employee Handbooks; *Textile Occupations

Developed for workers in the apparel, carpet, and textile industries, this curriculum package presents a curriculum guide, the lesson plan, handouts, transparencies, tests, and evaluation forms for use by instructors in customizing a one-hour course for new employees on understanding the employee handbook. The introduction describes how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process. The curriculum guide provides a quick view of all the major components of the curriculum--the specific instructional objective, time allotted, associated learning activities, resources/materials needed, and evaluation methods. The lesson plan contains the detailed explanation of the activities referenced on the curriculum guide. Handouts and transparencies used in teaching the course follow the lesson plan. The curriculum package concludes with evaluation forms used in development of a learner's Individual Education Plan (IEP), which provide for the collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in the curriculum package.(RS)

ED 414 613 CS 509 650

Wong, Jean
Delayed Next Turn Repair Initiation.
PUB DATE- 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Discussion; *Interpersonal Communication; Language Research; Language Usage; Mandarin Chinese; *Native Speakers; *Oral Language
IDENTIFIERS- Conversation Theory; Conversational Analysis; *Nonnative Speakers; *Repairs (Language); Turn Taking

A study examined a form of other-initiated repair which occurs later than next turn, a form which is produced by nonnative speakers of English whose native language is Mandarin. Data consists of transcriptions of naturally occurring conversations from 12 native speaker-nonnative speaker (NS-NNS) dyads, friends who ordinarily chat. Conversational analysis showed that in NS-NNS conversation other-initiated repair is not always done immediately, that is, in next-turn position (Schegloff et al., 1977). On some occasions other-initiated repair is delayed. For the nonnative speakers in the data the process involved in other-initiated repair may involve a two-step procedure: other speaker (NNS) initially receipts "troublesome talk" and subsequent to that, initiates repair. Conversation analysis research has established that participants engaged in everyday conversation orient to sequential order--the turn-taking system through which talk must pass is not a "structureless medium" but forms a basis for how speakers come to understand one another (Schegloff, 1989). Empirical evidence displayed in this study supports the suggestion that small bits of behavior such as "un huh" and the like, do not display or evidence understanding but, at best, "claim" it (Schegloff, 1982). Findings suggest that the notion of sequential relevancies as a resource by which participants themselves come to produce talk which is mutually intelligible may, on occasion, be somewhat different when the context is NS-NNS interaction; apparently NNSs do not necessarily use all the resources available to them for repairing talk. (Contains 10 and administration. Chapter 1 introduces concepts and principles of leadership, and chapter 2 offers guidelines to help in the job search process. The attitudes, behaviors, practices, and skills of effective school administrators are described in chapter 3. Strategies for dealing with the boards of education, legal issues, and the media are presented in chapters 4-6. Chapter 7 offers suggestions for recruiting, interviewing, and selecting teachers. What educational leaders can do to help teachers do their jobs is the subject of chapter 8. Collective bargaining and strategic and long-term planning in chapters 9 and 10. Appendices contain sample negotiated agreements, administrative correspondence, answers to chapter exercises, and a staffing plan. (Contains 75 references). (LMI)

ED 414 632 EA 028 806

Reavis, George H.; Good, Carter V.
An Educational Platform for the Public Schools. Facsimile Edition.
PUB DATE- 96
NOTE- 73p.; Preface to the facsimile edition by Donovan R. Walling. For original 1968 edition, see ED 030 190.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; Educational Responsibility; Elementary Secondary Education; *Foundations of Education; Grouping (Instructional Purposes); Higher Education; Moral Values; *Public Schools; *Role of Education; *School Administration; *School Organization; Social Science Research; Student Placement

This booklet is a facsimile edition of the first book published by the Phi Delta Kappa Educational Foundation. Written in 1957 by George H. Reavis, who established the foundation in 1966, and with a research-based historical commentary and updating by Carter V. Good, "An Educational Platform for the Public Schools" was published in 1968 and sets forth a basic and enduring educational philosophy. The booklet covers such topics as the purposes and responsibilities of education; school organization: program and curriculum; the adaptation of teaching and learning procedures to individual differences; the relationship among administration, leadership, and the teacher; and values and issues in social science and research. The facsimile edition was published in recognition of the 30th anniversary of the founding of the Phi Delta Kappa Educational Foundation. (LMI)

ED 414 633 EA 028 809

Striving for Excellence: The National Education Goals. Volume III.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 193p.; For volume II (1994), see ED 363 932
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Adult Literacy; *Educational Objectives; Elementary Secondary Education; Federal Government; Graduation; High Risk Students; Mathematics Achievement; *Performance; School Readiness; School Safety; Science Instruction; Substance Abuse
IDENTIFIERS- ERIC Digests; *Goals 2000; National Education Goals

investment designed to help educators, policy makers, and communities improve schools. Administered by the Office of Educational Research and Improvement (OERI), the network of 10 regional labs works to ensure that lessons about school reform developed or learned in one site can be appropriately applied elsewhere, and that everyone involved in educational improvement will have access to the best available research, knowledge from practice, and exemplary and promising programs. This handbook describes each laboratory's mission, key initiatives, ongoing work, and "signature programs"; provides examples of recent, high-quality materials selected from the many publications and products available from each lab; and previews each lab's website. Contact information for each lab is also provided. The labs include the Northeast and Islands Laboratory at Brown University (LAB), the Mid-Atlantic Laboratory for Student Success (LSS), the Appalachia Educational Laboratory (AEL), SouthEastern Regional Vision for Education (SERVE), the North Central Regional Educational Laboratory (NCREL), the Southwest Educational Development Laboratory (SEDL), the Mid-continent Regional Educational Laboratory (McREL), WestEd, the Northwest Regional Educational Laboratory (NWREL), and the Pacific Resources for Education and Learning (PREL). (LMI)

ED 414 653 EA 028 841

Hurley, Noel P.
Implications of Financial Changes in Education on Teacher Stress: A Study of Teacher Perceptions.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 23-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Educational Change; Educational Finance; Educational Policy; Elementary Secondary Education; Foreign Countries; *Stress Variables; *Teacher Attitudes; *Work Environment
IDENTIFIERS- *Ontario; *Stress (Biological)

Educators in Ontario, Canada, have been subjected to a barrage of changes in the last decade. Many of these changes have had direct or indirect financial implications for teachers. These changes can be organized as "curriculum" and "school governance." In an effort to understand the effect of educational change on teacher stress, this paper presents findings of a study that examined the ways in which southwestern Ontario secondary school teachers perceived changes in the Ontario education system. Interviews were conducted with 45 teachers in 7 southwestern Ontario public and separate school boards. Thirteen of 45 respondents believed that the main objective of significant educational change was to save money. A majority said that the most significant change involved a policy or practice that affected the nature of student experiences. The second and third most significant changes affected both teaching practices and student experiences. Most viewed the changes as being initiated by the government and the community. Less experienced teachers saw the purpose of change as improving education; more experienced teachers believed the purpose of change to be for social improvements. Five tables are included. (LMI)

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- American Sign Language; Biculturalism; *Bilingual Education Programs; Bilingualism; Cultural Awareness; Cultural Influences; *Deafness; *Educational Strategies; Elementary Secondary Education; *Hearing Impairments; *Language Acquisition; Second Language Learning; Visual Learning
IDENTIFIERS- *Bilingual Bicultural Model; ERIC Digests

This digest presents information on bilingual-bicultural education for children who are deaf or hard of hearing. The premise of bilingual-bicultural education is that all children who are deaf or hard of hearing should develop communicative competency and that they need to be bilingual in order to function successfully in the family, school, and society. Education programs that follow the bilingual-bicultural philosophy are described as ones that work with parents/caregivers to help them realize the special linguistic, educational, and social needs of their children who are deaf and the importance of early language acquisition. Bilingual-bicultural programs are different from other programs most notably by their approach to first language acquisition. These programs are characterized by the advocating for American Sign Language (ASL) to be the first language of children who are deaf and the belief that that when signing ASL one should not attempt to speak English. Bilingual-bicultural education proponents believe children with deafness are visual learners and should not be mainstreamed into regular education programs but should be in environments that provide full communicative access to the curriculum. The digest discusses the benefits and limitations of the bilingual-bicultural options and questions parents should ask in choosing bilingual-bicultural programs. (CR)

ED 414 672 EC 306 017

Laughton, Joan
Educating Children Who Are Deaf or Hard of Hearing: Cochlear Implants. ERIC Digest #E554.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adventitious Impairments; Audiology; *Deafness; Decision Making; Elementary Secondary Education; Language Acquisition; Outcomes of Treatment; *Partial Hearing; *Prostheses; Surgery; Young Children
IDENTIFIERS- *Cochlear Implants; ERIC Digests; Speech Intelligibility

This digest uses a question-and-answer format to summarize issues in the use of cochlear implants (an array of electrodes surgically implanted into the cochlea) with deaf or hard-of-hearing children. It describes the implants and summarizes the research on the effectiveness of the devices, which indicates that the devices are most effective in cases of postlingual deafness. The population who are candidates for this technology is identified, noting that candidacy criteria are becoming broader to include some children with residual hearing. Benefits of cochlear implants are listed, such as increased

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ability Identification; Academic Standards; Academically Gifted; Acceleration (Education); Art Education; Cognitive Style; Curriculum Development; Early Childhood Education; Educational Needs; Elementary Secondary Education; *Excellence in Education; *Gifted; Gifted Disabled; Gifted Disadvantaged; Grouping (Instructional Purposes); Language Arts; Mathematics Education; Personality Traits; Program Development; Program Evaluation; Science Education; Social Studies; *Student Characteristics; Student Evaluation; *Talent; Talent Identification; Teaching Methods; Thinking Skills

This text offers a comprehensive introduction to major topics and issues in gifted and talented education. The 28 chapters are grouped into four sections on the general nature of giftedness, program development, organization of curriculum and instruction, and excellence in education of these students. Chapters include the following titles and authors: (1) "Introduction" (Joyce VanTassel-Baska); (2) "Conceptions of Intelligence" (John F. Feldhusen); (3) "Personality and Learning Styles of Gifted Children" (Linda Kreger Silverman); (4) "Giftedness in Early Childhood" (Ken Seeley); (5) "Underachieving and Talented Learners with Disabilities" (Seeley); (6) "Disadvantaged Learners with Talent" (VanTassel-Baska); (7) "The Highly Gifted" (Silverman); (8) "Girls of Promise" (VanTassel-Baska); (9) "Developmental Stages of Giftedness: Infancy through Adulthood" (Silverman); (10) "Characteristics and Needs of Talented Learners" (VanTassel-Baska); (11) "Identification and Assessment of Talented Learners" (Feldhusen); (12) "Programs and Services at the Elementary Level" (Feldhusen); (13) "Programs and Services at the Secondary Level" (Feldhusen); (14) "Key Issues and Problems in Secondary Programming" (VanTassel-Baska); (15) "Grouping Intellectually Advanced Students for Instruction" (Camilla Persson Benbow); (16) "Acceleration as a Method for Meeting the Academic Needs of Intellectually Talented Children" (Benbow); (17) "Evaluating Programs for the Gifted" (Seeley); (18) "A Comprehensive Model of Program Development" (VanTassel-Baska); (19) "Appropriate Curriculum for the Talented Learner" (VanTassel-Baska); (20) "Strategies and Methods for Teaching the Talented" (Feldhusen); (21) "Creativity and the Gifted" (VanTassel-Baska); (22) "Thinking Skills for the Gifted" (Feldhusen); (23) "Mathematics and Science for Talented Learners" (VanTassel-Baska); (24) "Social Studies and Language Arts for Talented Learners" (VanTassel-Baska); (25) "Arts and Humanities for Talented Learners" (VanTassel-Baska); (26) "Facilitators for Talented Students" (Seeley); (27) "Counseling Talented Learners" (VanTassel-Baska); and (28) "Excellence as a Standard for All Education: A Conclusion and a Beginning" (VanTassel-Baska). (DB)

ED 414 692 EC 306 038

Stakes, Richard; Hornby, Garry
Change in Special Education: What Brings It About? Special Needs in Ordinary Schools Series.
PUB DATE- 97
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

suggestions for grouping in an inclusive and accessible learning environment, rules, cooperative learning lessons (covering horses and riding, poisonous plants, sculpture, origins of horses, and emotional expression in horses), and post-reading activities. Also included are charts to help the teacher adapt the environment and learning expectations to individual children with specific disabilities. Attached is a list of resources including organizations, books, computer software, and World Wide Web sites. (DB)

ED 414 709 EC 306 057

Benton, Hope
A Thousand Lights and A Thousand Lights: Teacher and Parent Guide. Brothers Series.
PUB DATE- 96
NOTE- 99p.; "A Thousand Lights" is by Hope Benton. The accompanying "Teacher and Parent Guide" is by Barbara Beck, Beatrice Hope Benton-Borghi, and Margaret Cloern. Illustration by Lynne Srba.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Attitude Change; Books; Childrens Literature; Classroom Environment; Classroom Techniques; Cooperative Learning; Elementary Secondary Education; English Instruction; *Hearing Impairments; Inclusive Schools; Learning Activities; Outdoor Activities; *Peer Acceptance; Peer Relationship; Siblings; *Social Integration; Teaching Guides; Travel
IDENTIFIERS- Academic Accommodations (Disabilities)

This book for children (ages 8 to 14) and the accompanying teacher/parent guide present the story of two brothers, one of whom has a severe hearing impairment, who climb up Mt. Fuji in Japan. Information on the disability is presented subtly and incidentally to encourage the reader to relate more personally and foster a deeper level of acceptance and inclusion. The guide offers extensive learning activities related to the book. Included are pre-reading activities, suggestions for the inclusive learning environment, journal and writing activities, English language activities, guidelines for grouping in an inclusive and accessible learning environment, cooperative learning lessons (covering gravity, converting yen to dollars, cartography and storytelling, trains, volcanos, and the Japanese culture), and post-reading activities. Also included are charts to help the teacher adapt the environment and learning expectations to individual children with specific disabilities. Attached is a list of resources including organizations, books, computer software, and World Wide Web sites. (DB)

ED 414 710 EC 306 082

Conry, Julie
Teaching Students with Fetal Alcohol Syndrome/Effects: A Resource Guide for Teachers.
PUB DATE- 96
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

for "sun" and "to rise" should occur in the syntax. This fact is then used as direct evidence of noun incorporation, which is a word formation process in the syntax. Based on the structure identified, it is shown that every noun that goes through noun incorporation in the syntax must have the thematic role of "Theme." This observation is represented by the Theme-Only Constraint. Contains 14 references. (MSE)

ED 414 729 FL 024 811

Choi, Dong-Ik
Binding Principle for Long-Distance Anaphors.
PUB DATE- 97
NOTE- 16p.; For complete volume of working papers, see FL 024 807.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Chinese; English; *Grammar; Italian; Japanese; Korean; *Language Patterns; Language Research; *Linguistic Theory; Russian; Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Anaphora; *Binding Theory; Icelandic

An analysis of long-distance anaphora, a binding phenomenon in which reflexives find their antecedents outside their local domain, is presented, using data from English, Chinese, Japanese, Korean, Russian, Icelandic, and Italian. It is found that no approach deals with long-distance anaphors exclusively and elegantly. The binding domain parametrizing approach, allowing only two domains loosely, cannot deal with the variations of the binding domain language by language, and can not deal with examples that do not observe rigorous c-commanding requirement between anaphors and their antecedents. The governing-category parametrizing approach can not deal with a long-distance anaphor that is not c-commanded by its antecedent. The subject parametrizing approach and anaphor movement approach both have problems similar to that of the binding domain parametrizing approach. Two mechanisms should be included in any insightful approach to long-distance anaphors across languages: strict and precise parametrization according to language, and escape of the c-commanding requirements in certain constructions. Any semantic or thematic theory should intervene in the explanation of long-distance anaphors, because syntactic theory alone can not explain that substitution of a predicate can affect long-distance anaphora in certain contexts. Contains 16 references. (MSE)

ED 414 730 FL 024 812

Khym, Hangyoo; Kookiattikoon, Supath
Functional Projections and Event Structure.
PUB DATE- 97
NOTE- 22p.; For complete volume of working papers, see FL 024 807.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Dutch; Finnish; Foreign Countries; German; Hebrew; Italian; *Language Patterns; Language Research; *Linguistic Theory; Structural Analysis (Linguistics); *Syntax; Uncommonly Taught Languages; *Verbs

Previous theory concerning the variable behavior verbs in unaccusative/unergative alternation in Dutch, Hebrew, and Italian, which concludes that the unergative/unaccusative structures and stylistic traits peculiar to French. It is noted that while certain kinds of words (noun, verb, adjective, adverb) occupy little space in text, they take up the most room in a dictionary, and conversely, while others (pronoun, preposition, determiner, conjunction) use much space in text and relatively little in dictionaries. Grammar (structure) and vocabulary are also often taught separately, with grammar receiving more attention. It is proposed that vocabulary deficit has two causes: (1) the obvious word is not always obvious at all; and (2) meaning does not always reside within single words. These concepts are expanded upon and illustrated. It is suggested that while having students keep a list of vocabulary words is a classic technique and using picture dictionaries is handy for concrete vocabulary, a more useful technique is for students to begin with "obvious" words (e.g., "ferme") and cluster around them related terms (e.g., "exploitation, exploitation agricole, recolte, vendange, culture," etc.). This more expansive system for developing vocabulary may be more effective than the conventional linear approach. (MSE)

ED 414 752 FL 024 947

Pearson, Jennifer
Electronic Texts and Concordances in the Translation Classroom.
PUB DATE- 96
NOTE- 12p.; For serial publication in which this article appears, see FL 024 940.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Classroom Techniques; *Electronic Text; Foreign Countries; Graduate Study; Higher Education; *Indexes; Information Sources; Language Research; *Languages for Special Purposes; *Reference Materials; Second Language Instruction; Second Languages; *Translation
IDENTIFIERS- Dublin City University (Ireland); *Language Corpora

Ways in which language corpora and concordancing tools can be used in classes in translation or languages for special purposes are examined. Use of these tools is recommended as a useful or even essential complement to a conventional dictionary-based approach, especially considering the increasing availability of large volumes of text in electronic format and reasonably priced tools for text analysis. The first section of the article presents a profile of graduate-level translation students at Dublin City University (Ireland) and outlines the level of expertise they are expected to achieve. Normal translation practice and some common problems encountered by students in using conventional dictionaries are outlined. Subsequently, the types of electronic resources now available to those students are described, and ways they can be exploited successfully are explained. This section also includes a description of available software tools. Focus is on retrieval of information about a term, its meaning, and its usage. (MSE)

ED 414 753 FL 024 948

Ekdawi, Sarah
The Noises Made by Poems: An Exploration of the Use of Poetry in the Advanced English Language Classroom.
PUB DATE- 96
NOTE- 11p.; For serial publication in which this article appears,

postsecondary institutions in the state. In fall 1995, 6,682 Native American students were enrolled at public postsecondary institutions in New Mexico, representing 6.7 percent of total enrollment, down slightly from 6.8 percent in fall 1994. Statewide, about 44 percent of Native American freshmen either completed their program of studies within one year or returned to school for a second year, as compared to 51 percent of non-Indian students. Eight institutions reported having programs that focused specifically on the recruitment and retention of Native American students. Concerns of tribal education leaders in regard to recruitment and retention are reviewed. Appendixes provide supporting statistical data, a copy of the survey form, and brief descriptions of recruitment and retention programs at 23 institutions.(MDM)

ED 414 775 HE 030 575

Boening, Carl H.; Anderson, Lara A.; Miller, Michael T.
Writing Apprehension and Academic Achievement among Undergraduate Honors Students.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Grade Point Average; Higher Education; *Honors Curriculum; Males; *Undergraduate Students; *Writing Apprehension; *Writing Attitudes
IDENTIFIERS- University of Alabama; Writing Apprehension Test (Daly and Miller)

This study examined the relationship between writing apprehension and academic achievement among undergraduate honors students at the University of Alabama. A total of 75 male honors students completed Daly and Miller's Writing Apprehension Test and self-reported their grade point averages (GPA). The test measured apprehension or anxiety and fear of writing. The overall group mean score was 50, with a range of 29-65, indicating a moderate writing apprehension for the group. Correlational analysis indicated a low to moderate negative correlation between writing apprehension and GPA. The responses indicated moderate levels of apprehension to writing, falling well within the midrange of the instrument, thus providing a perception that these students, who have excelled in the classroom, are capable writers. (Contains 15 references.) (MDM)

ED 414 776 HE 030 576

Hale, Charles D.; Herreid, Charlene; Waugh, Gordon
Assessing Teaching Effectiveness in a Liberal Arts College: The Student Perspective.
PUB DATE- 96
NOTE- 23p.; Paper presented at AIR Annual Forum (Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; *College Instruction; Factor Analysis; Faculty Evaluation; Higher Education; Models; *Student Evaluation of Teacher Performance; *Test Construction; Test Validity
IDENTIFIERS- Saint Leo College FL

This paper describes the development of a student rating of

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Activities; College Instruction; *Colleges; *Faculty Development; Faculty Evaluation; Financial Support; Grants; Higher Education; Meetings; National Surveys; Portfolios (Background Materials); *School Effectiveness; Statistical Analysis; Technology; *Universities
IDENTIFIERS- Retreats

This study examined the use of faculty development activities to improve the effectiveness of colleges and universities in the United States. A total of 116 institutions in 45 states responded to a mailed survey questionnaire on faculty development activities. It was found that all responding institutions included a faculty development component within their institutional effectiveness efforts, and that most institutions used guest speakers, informal "brown bag" gatherings, on-campus faculty development centers, or retreats to provide faculty development. Topics most often addressed in faculty development programs included technology enhancement, new theories of teaching and learning, grant writing, institutional faculty evaluation processes, and teaching portfolios. Funding for these activities comes from numerous sources, with the institution's general budget the most common source. The results indicated that more faculty development centers and more frequent faculty development activities were found on campuses having larger institutional operating budgets. (Contains 54 references.) (MDM)

ED 414 797 HE 030 690

McDowelle, James O.; Bell, Edwin D.
Emotional Intelligence and Educational Leadership at East Carolina University.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council for Professors of Educational Administration (51st, August 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Educational Administration; Educational Research; *Emotional Adjustment; Empathy; Higher Education; Intelligence Quotient; *Interpersonal Competence; *Leadership; Leadership Training; Self Motivation; Teamwork
IDENTIFIERS- East Carolina University NC; *Emotional Intelligence

This paper examines the concept of emotional intelligence and the application of the concept to the field of educational administration and leadership. Emotional intelligence (EQ) includes such skills as self-awareness, managing emotions, self-motivation, empathy, and handling relationships by managing emotions in others. Much of the research conducted on the importance of EQ, as opposed to intelligence quotient (IQ), had been related to the study of organizational leadership and development. EQ research has found that the lack of EQ skills, or emotional illiteracy, lowers team effectiveness and creates dysfunctional team interactions, and that the most effective performers within large organizations are often those with the best networking skills. It is argued that educational leadership preparation programs should systematically and intentionally include the EQ research and knowledge base. Internships and clinical experiences should include planned opportunities for teaming, networking, conflict-management, and assistant professors, instructors, and lectures spent the most time teaching; and (4) full-time faculty at 2-year institutions had substantially more student contact hours per week than did faculty at other institutions (87 percent more than those at liberal arts institutions and 67 percent more than those at research institutions). Tables and graphs present data on faculty time usage by academic rank and type of institution for 1987 and 1992. (DB)

ED 414 817 HE 030 796

1998-99 Title IV School Code List,1998-99.
PUB DATE- 97
NOTE- 98p.; Document contains small type.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Federal Regulation; Financial Aid Applicants; *Paying for College; Postsecondary Education; Records (Forms); *Student Financial Aid
IDENTIFIERS- *Higher Education Act Title IV

This volume lists the unique codes assigned by the Department of Education to all postsecondary institutions (public, private, and proprietary) participating in the student aid program under Title IV of the Higher Education Act. The list is organized by state, and alphabetically by institution within each state. Introductory information details how students should use the guide to complete a 1998-99 Free Application for Federal Student Aid (FAFSA), a renewal FAFSA, a FAFSA Express, or a FAFSA on the Web application. Each listing includes the school's official Title IV school name, address, and code. (DB)

ED 414 818 HE 030 797

Garcia, Mildred, Ed.
Affirmative Action's Testament of Hope: Strategies for a New Era in Higher Education.
PUB DATE- 97
NOTE- 277p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Access to Education; *Affirmative Action; College Admission; College Faculty; Compliance (Legal); Court Litigation; *Diversity (Faculty); *Diversity (Student); Educational History; Educational Policy; *Equal Opportunities (Jobs); Ethnic Groups; Federal Legislation; Futures (of Society); *Higher Education; Homosexuality; Lesbianism; Minority Groups; Public Policy; Racial Discrimination; Sex Discrimination
IDENTIFIERS- Hopwood v Texas

This book of 10 papers presents a collaborative effort of professionals in several disciplines to analyze the impact of affirmative action in higher education. Emphasis is on how affirmative action can be constructed for the 21st century to protect individuals who have been discriminated against and excluded from higher education. The papers are: (1) The State of Affirmative Action at the Threshold of a New Millenium" (Mildred Garcia); (2) "Affirmative Action in Historical Perspective" (John R. Howard); (3) "There Is Much More To Do" (Robert W. Ethridge); (4) "Affirmative Action: A Path Towards

Administration Education; Change Strategies; College Juniors; College Seniors; *College Students; *Enrollment Influences; Enrollment Trends; Higher Education; Information Needs; Management Information Systems; Models; *Program Costs; Program Evaluation; School Holding Power; *State Universities; Student Costs; *Tuition; Urban Universities
IDENTIFIERS- *Virginia Commonwealth University

A study assessed the use of tuition differentials for upper-division courses in the School of Business at Virginia Commonwealth University, and also the impact on enrollment and revenue. This 3-year demonstration project involved the following stages: guiding the tuition differential concept through the university's formal bureaucratic approval process, developing a database to evaluate effects of the tuition differential on enrollment patterns, conducting two surveys to obtain more student information, and developing a model to examine impacts of net price on enrollment patterns. The tuition differential was applied on a per course basis to junior and senior level courses. The School of Business was allowed to retain the money from the tuition differential and spend it on quality improvements targeted directly to the students. The direct enrollment impacts of the tuition differential appeared to be minor. Indirect enrollment impacts were associated with the perceived quality improvements funded from the extra revenue generated from the differential. Implications of a tuition differential approach for issues of access, retention, and progress to graduation are noted, along with the issue of preserving high cost programs without taking money from students in lower cost programs. (SW)

ED 414 834 HE 030 820

Yonke, Annette
Faculty Development for an Undergraduate Three-Year Primary Care Program.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Chicago Community Trust, IL.
PUB DATE- 95
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Clinical Experience; Clinical Teaching (Health Professions); Curriculum Development; *Faculty Development; Higher Education; Instructional Improvement; *Medical Education; *Physicians; *Practicum Supervision; *Premedical Students; Program Evaluation; Questionnaires; *Undergraduate Study
IDENTIFIERS- *University of Illinois Chicago

A project to develop the Longitudinal Primary Care Program at University of Illinois at Chicago College of Medicine is described. In addition to producing three curriculum documents, this 3-year project included a faculty development program, preparation of a training handbook and communications system for medical preceptors, and development of a program evaluation protocol. Students in year 1 are assigned to a volunteer preceptor for 3 years to learn from one-to-one interaction with physicians in family medicine, general medicine, or pediatrics. During the first year students attend half-day sessions once a month with their preceptor; in the second and third years, the half-day sessions are held twice a month. There are three required courses: "The Doctor and Patient" (year 1); "Doctor and Patient, Family, and Community" (year 2); and "The Doctor,

PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Diversity (Student); Elementary Secondary Education; Higher Education; Inservice Teacher Education; Interviews; *Multicultural Education; Preservice Teacher Education; Public Schools; Student Attitudes; Surveys; Teacher Attitudes
IDENTIFIERS- *Guam; University of Guam

This report describes activities of a one-year, federally supported project at the University of Guam to survey public school and university needs in dealing with a multicultural student population. Local and regional educational professionals (teachers, faculty, administrators) and students were interviewed regarding their views on the region's needs in multicultural education. The survey-interviews with educators focused on perceived needs in the education of a culturally widely divergent student population, anticipated inservice needs, and desired skills and knowledge for future teachers. University students were asked to comment as to what extent the university recognized them as cultural individuals. A follow-up study of graduates was also designed, tested, and enacted. Results of the project were used in the redesign of the College of Education's multicultural education program and the development of a related grant proposal. Renewed interest in multicultural education by college faculty was also observed. (DB)

ED 414 853 HE 030 843

Glickman, Harvey
Innovation in International Education: The Conference Course.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Liberties; *College Curriculum; *College Instruction; Cooperative Learning; Course Content; Course Evaluation; Course Organization; Courses; Developing Nations; Foreign Policy; Higher Education; Interdisciplinary Approach; *International Education; International Relations; *Policy Formation; Seminars; Simulation
IDENTIFIERS- Bryn Mawr College PA; *Haverford College PA

This final report describes activities and accomplishments of a federally supported 3-year project at Haverford and Bryn Mawr Colleges (Pennsylvania) to develop three interdisciplinary "conference courses" in international affairs. The courses were offered in the political science department and were titled "North-South Cooperation for Third World Development"; "Human Rights in International Affairs"; and "Issues in the Inter-American Dialogue." The courses used a policy-making orientation, placed students in direct contact with policymakers, and converted student interest in international issues into problem-solving skills. The objective was to involve students in making a "commission" recommendation for action, and required rapid acquisition of relevant knowledge, committee work to achieve trade off and consensus, and qualitative study showed some effects for nontraditional students. It was concluded that diverse student bodies require a variety of approaches to best understand retention. (Contains nine references). (Author/SW)

ED 414 870 HE 030 869

Tang, Thomas Li-Ping; Arocas, Roberto Luna; Whiteside, Harold D.
Attitudes toward Money and Demographic Variables as Related to Income and Life Satisfaction: USA Vs. Spain.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Conference of the International Association for Research in Economic Psychology (22nd, Valencia, Spain, September 15-18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; *College Faculty; Comparative Analysis; *Cross Cultural Studies; Cultural Influences; Economic Status; Foreign Countries; Higher Education; *Income; *Life Satisfaction; *Money Management; *Teacher Attitudes; Teacher Characteristics; Value Judgment
IDENTIFIERS- Spain; United States; University of Valencia (Spain)

A study of 207 faculty at a state university in the southeastern United States and 102 faculty members at the University of Valencia (Spain) examined demographic variables and attitudes toward money, income, and life satisfaction. Demographic variables (sex, age, education, marital status, race, current job experience, total work experience, and number of job changes) and money attitudes (using factors titled budget, evil, equity, success, and motivator) were used to predict self-reported income and life satisfaction. Using a five-point scale, participants rated their satisfaction with personal/family life and life as a whole. Multiple regression analyses showed that predictors of income for Americans were: age, equity, gender (male), budget, and education; for the Spanish sample, work experience, education, evil, and sex were predictors of income. In both samples, married professors reported higher life satisfaction. In measuring life satisfaction, other predictors for the American sample were intrinsic job satisfaction, success, sex, and level of education. For the Spanish sample predictors were extrinsic job satisfaction, and age. High income Spanish faculty tended to believe that money does not lead to unethical behavior and that money is not evil. Two appended tables provide statistical data; also appended is the money ethic scale used for measurement. (Contains 36 references.) (CH)

ED 414 871 IR 018 627

King, Tom, Ed.
Technology in the Classroom: A Collection of Articles.
PUB DATE- 97
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; *Computer Uses in Education; Curriculum Development; Educational Innovation; *Educational Technology; Elementary Secondary Education; Futures (of Society); Higher Education; *Instructional Effectiveness; Internet; *Multimedia Instruction; Multimedia Materials; Virtual Reality

section gives a brief synopsis of work force background information, future work force information, a gender-neutral language chart, and nontraditional and high-wage career information. The final section suggests activities to help mentors get started. A mentor volunteer checklist and a list of 13 references are included in the manual. (KC)

ED 414 422   CE 075 311

A Design Handbook for Technology Education Facilities and Other Related Programs.
PUB DATE- 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Building Design; Design Requirements; Educational Environment; *Educational Facilities; *Educational Facilities Design; Educational Facilities Planning; Educational Needs; Educational Trends; Elementary Secondary Education; *Facility Guidelines; Facility Requirements; Laboratories; *School Buildings; *School Construction; Site Development; Structural Elements (Construction); *Technology Education
IDENTIFIERS- Florida

This manual provides guidelines for school facilities for conducting technology education throughout the curriculum, especially in Florida. The introductory section of the manual defines technology education and provides information on how it is conducted at each educational level. It also provides technology education facilities guidelines for facility design and for using advisory groups. The following five sections provide procedures for developing a technology laboratory: (1) the program facilities list; (2) educational specifications design documents; (3) architectural plans; (4) contractor bids and construction; and (5) occupancy and post-occupancy evaluations. A glossary provides definitions of 47 terms. (KC) partnerships that engage in multiple approaches to help students with skills development and career selection. Nevada's STC accountability system uses the State of Nevada Performance Agreement Matrix. (Appendixes include the STC statutes, matrix form, and STC report of partnership activities.) (YLB)

ED 414 442 CE 075 357

Buck, Maria L.
Tulsa's IndEx Program. A Business-Led Initiative for Welfare Reform and Economic Development. Connections To Work.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Case Studies; *Cooperative Planning; *Economic Development; Employee Attitudes; Employer Attitudes; Financial Support; High School Equivalency Programs; Job Placement; *Private Sector; Program Development; Program Effectiveness; *Public Sector; Vocational Education
IDENTIFIERS- *Oklahoma (Tulsa); *Welfare Reform; Welfare to Work Programs

In 1992, the Metropolitan Tulsa Chamber of Commerce in Oklahoma established a welfare-to-work program called Industrial Exchange, Inc. (IndEx). IndEx provides welfare recipients with a combination of education activities and work experience. By contracting with local companies to perform light manufacturing and packaging work at a central site, IndEx offers welfare recipients meaningful work experience while reducing labor costs for companies and keeping jobs in the region. Participants remain in IndEx for approximately 6 months, spending 4 hours each day in education activities and 4 hours on the shop floor. IndEx participants maintain their welfare eligibility and work for benefits only. In 1992-1994, IndEx concentrated on its production and education roles. In 1994-96, IndEx began expanding into a new role as job developer and recruiter. IndEx initiated the following new components in 1996-97: 30- and 60-day outplacement training programs for IndEx participants who had obtained their General Educational Development certificate; postplacement services to help participants adjust to being in the work force and improve their job retention rate; and an out-of-school youth component. Since 1992, IndEx has received several small and large grants from public and private sources and has increased its staff from 3 to 15. (MN)

extremely effective adult education organizations in Australia and New Zealand. With no coordination assistance and little formal external support or funding, U3As have grown rapidly in both countries. A number of tentative links between the cognitive challenges and social networks provided by U3As and well-being were explored, and the monetary value of the U3A movement in Australia and New Zealand was estimated to exceed $4 million annually. (Contains 29 references. Appended are 16 charts for Australia and New Zealand and lists of the following: former occupations of principal office bearers; methods used to actively recruit members; and groups participating in the study; and study questionnaire.) (MN)

ED 414 461   CE 075 381

Hamm, Michael S.
Summative and Formative Evaluations, National Skill Standards Project. Prepared for the National Grocers Association.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperative Planning; *Food Stores; Formative Evaluation; *Job Skills; *National Standards; Partnerships in Education; *Program Effectiveness; *Retailing; Secondary Education; Summative Evaluation; *Vocational Education
IDENTIFIERS- National Grocers Association

In 1993-1996, the Grocers Research and Educational Foundation of the National Grocers Association developed entry-level skill standards for the food marketing industry. A coalition formed early in the project directed the skill standard development process and solicited input from major organizations involved in the industry. The validity of the process used to develop the standards was subjected to formative and summative evaluations. Data for both evaluations were collected through the following methods: meetings and interviews with current project staff, telephone interviews with previous project staff, review of all project files, a telephone survey of coalition members, and field interviews with representatives of two large supermarket chains. The formative evaluation focused on the following: formation and operation of the coalition; procurement of appropriate technical assistance; the occupational analysis and standards development processes; incorporation of high-performance workplace concepts in the standards; marketing initiatives; assessment issues; certification issues; piloting initiatives; sustainability strategies; and the New Jersey Department of Education's involvement in the project. The following items were examined during the summative evaluation: performance in meeting stated objectives and additional objectives implied in the project. It was recommended that development of a accreditation process for the industry be undertaken as the project's next activity. (MN) of competence and acceptance tended to be lower, which may reflect self-effacement on the part of Chinese people. (RJM)

ED 414 535 CG 028 195

Wagner, Richard; Mitchell, William
A Counseling Clinic in a Free-Standing Law School: Its Genesis, Development, and Functioning.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Counseling Services; Higher Education; Law Schools; *Law Students; Professional Training; Program Development; Stress Variables; *Student Needs; *Student Personnel Services
IDENTIFIERS- William Mitchell College of Law MN

In 1990, the William Mitchell College of Law, a free-standing (not affiliated with a university) law school located in St. Paul, Minnesota, decided to initiate counseling services due to student initiatives and informal accounts of students' mental health. The process involved in establishing counseling services at William Mitchell is described in this paper. A formal inquiry, which assessed the need for counseling services, found that 50% of students surveyed would use such a service. The school then launched the service, drawing on independent contractors so as to keep expenses down. The initial goals involved publicity and assuring students and staff of confidentiality. The service was tailored to meet the special needs of law students, and emphasized issues such as test anxiety. After a four-year period, use of the service leveled off to 4-5% of students--some staff members, but no faculty, also took advantage of the service. Over time, the counseling center evolved to focus on student needs, particularly towards the end of each semester when demand was greatest. The center also provided programs to help students become aware of the psychological stresses associated with law school. Of those using the center, 70% of students gave high ratings for the service they received. (RJM)

ED 414 555 CG 028 219

Moore, Kristin A.; Sugland, Barbara W.
Next Steps and Best Bets: Approaches to Preventing Adolescent Childbearing.
SPONS. AGENCY- Kaiser Foundation, Oakland, CA.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Cognitive Restructuring; Early Intervention; Early Parenthood; *High Risk Students; Pregnancy; *Pregnant Students; *Prevention; Program Development; Secondary Education; Unwed Mothers
IDENTIFIERS- Adolescent Behavior

Rates of adolescent childbearing in the United States are two to ten times higher than in comparable industrialized democracies. Some programs and service options that show promise for reducing the incidence of adolescent pregnancy are identified in this paper. It begins by outlining 11 principles derived from available research and from program experience so as to provide a starting point for designing the next set of interventions. The principles address topics that range from the focus of intervention efforts to the targets of interventions. These include ideas such as (1) base intervention programs on the findings of basic research and previous program evaluation studies; (2) combine positive and negative sanctions to affect behavior; (3) when working with at-risk youth, interventions need to start before puberty; and (4) to create effective programs, work with families and communities to develop and implement programs. Once these principles are outlined the focus turns to more concrete ideas for interventions that build on the available knowledge base. These suggestions are broken down by early childhood interventions, early adolescent interventions, high school youth, parent empowerment, approaches at the community level, and sex education and interpersonal skills. It is argued that available research and existing evaluations can provide guidance for future initiatives. (RJM)

a single individual--provides readers with the basis for compassionate imagining, a blending of both knowing and caring about the past. Freedman uses storytelling techniques such as vivid, detailed scenes; characters developed through the use of small but "telling" details; and personal anecdotes. Readers cannot fail to be moved by the numerous photographs taken by Lewis Hine. Using "direct eye" contact with the observer, Hine showed viewers the conditions under which children worked in mills, canneries, mines, farms, and factories. "Kids at Work" focuses on children's quality of life as a result of industrialization in the United States. Freedman helps bridge compassionate imagining with contemporary concern--child labor has not vanished from America. It exists today in children of recent immigrants and migrant farm workers. (Contains 17 references.) (CR)

ED 414 575   CS 216 092

Holm, Janis Butler
The Etiquette of Recommendations: A Graduate Student Guide.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Graduate Students; Higher Education; Job Application; Professional Development; Student Development; *Student Needs; *Teacher Student Relationship
IDENTIFIERS- *Etiquette; *Letters of Recommendation; Writing Contexts

This guide addresses how to both ask for and write letters of recommendations. To ask for a letter of recommendation is to ask for a favor, thus requests should be courteous and unassuming. An appointment to request a letter in person should be made at the professor's convenience, at least a month ahead of the recommendation deadline. If at a distance, write a brief but courteous letter. If the professor agrees to write a letter among the things a student should provide are: recommendation forms with the requisite information typed in; addressed and stamped envelopes; and a list of jobs applied for, with deadlines and names of persons to be addressed. Advice for professors who are writing letters of recommendation includes: do not agree to write a recommendation if unable to write a good one; ask the student to provide the information mentioned previously; and, when writing the letter, avoid referring to gender or race and beware of unconscious stereotyping. (CR)

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ethnicity; Foreign Countries; Higher Education; *Letters (Correspondence); *Multicultural Education; Student Attitudes; *Writing Instruction; *Writing Teachers
IDENTIFIERS- *Dialogic Communication; *Diversity Concept; Historical Background; Russia

Multiculturalism has emphasized the difficulty in valuing "unity" given diversities of gender, class, culture, and ethnicity, and has illustrated how a desire for unity can function to routinize and standardize the teaching of writing into an object of safe consumption. Writing teachers should be wary of asking students to identify themselves in rigid and static ways--this kind of narrow positioning makes dialogic communication more difficult. A dialogic and intersubjective understanding of ethics that is born and maintained through the necessity of response to the other can offer a way out of the problematic ontological obligations associated with identity politics created by multiculturalism's sincere but ultimately monologizing call for "diversity." Letters dating from 1924-1927, written by a Russian Zionist grandfather, Mordecai Ben-Ami, a writer and journalist, illustrate some of the dangers and difficulties of adhering too rigidly to multicultural identification. Ben-Ami's letters reveal his own easy dismissal of cultural and ethnic others, despite having experienced ethnic persecution himself. Passages from the letters exemplify how a strict allegiance to cultural and ethnic identity, although seemingly powerful, can be ultimately disabling. Ethnicities should be perceived not as static or rigid identities, but as forms of identification open to continual reflection, reevaluation, and renegotiation. Teachers of writing are called upon to complicate simplified notions of difference without erasing their existence; finding ways to teach students to value face to face dialogic encounters with the cultural and ethnic other as a means to ethical response would be better. (NKA) references and 11 notes.) (NKA)

ED 414 614 CS 509 654

Frankhouser, Willis M.
The Ivory Tower in Violent America: An Historical Perspective.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (San Antonio, TX, March 26-29, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Campuses; *Crime; *Cultural Context; *Higher Education; Interpersonal Communication; Moral Values; Social Behavior; *Student Behavior; Universities; *Violence
IDENTIFIERS- Crime Awareness and Campus Security Act 1990; *Historical Background

The history of violence on university campuses mirrors that of the surrounding culture--students bring their values and standards of conduct with them to the university. This paper traces historical events which associate violence with university settings to give a sense of today's situation. The focus is on four periods representing important stages in the development of the modern university and in understanding the violent events which have occurred on campuses: (1) the roots of the modern university system in the Middle Ages; (2) the American Colonial period and beyond; (3) the postwar era; and (4) the recent past. The paper points out that on today's campuses, alcohol is involved in over 90% of campus crime, and drinking "for the specific purpose of getting drunk" is on the rise. The paper notes that a recent survey of 3300 administrators indicated that only 56.4% of reported physical assaults resulted in any institutional penalty whatsoever; the most likely profile of the student criminal is a male who probably comes from a pathological family unit, is a member of a fraternity, is an academically marginal or poor student, and also an athlete. The paper estimates that one in three students will be the victim of some type of campus crime and lists 20 criminal incidents which occurred between 1966 and 1997 and were published in daily newspapers. The paper notes that 1990's Crime Awareness and Campus Security Act was the result of the 1986 murder of a student whose parents afterwards crusaded for legislation requiring institutions of higher education which accepted federal financial aid funds to annually release information to students and to the public concerning various types of crimes on campus. Contains 22 references. (NKA)

1990

The Educational Resources Information Center (ERIC) is a nationwide information system sponsored by the U.S. Department of Education's Office of Educational Research and Improvement (OERI). As part of the National Library of Education, ERIC maintains the largest education database in the world. This document consists of 82 ERIC Digests, which are 2-page research syntheses written by each of the 16 Clearinghouses that form the ERIC system. The digests in this volume provide an overview of issues, programs, and research related to the National Education Goals. They are grouped into eight sections corresponding to the goals and are organized alphabetically within each section. The introduction provides a history of the development of the National Education Goals and the passage of the Goals 2000: Educate America Act. It also describes the ways in which states are spending federal funding to achieve the national goals and summarizes findings of the National Education Goals Panel's "1996 Goals Report," which concluded that the nation has advanced significantly in five areas and faltered in eight. References accompany each digest. (LMI)

ED 414 654 EA 028 842

Fusarelli, Lance D.
What's To Negotiate? Interaction in the Absence of Dialogue: The Battle over Vouchers and Charter Schools.

PUB DATE- 97
NOTE- 49p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Orlando, FL, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Charter Schools; Educational Legislation; *Educational Vouchers; Elementary Secondary Education; Ideology; *Policy Analysis; *Policy Formation; Politics of Education; Race; School Choice; Social Class; State Legislation
IDENTIFIERS- *Political Rhetoric; Special Interest Groups; *Texas

Research suggests that policy change can best be understood as the product of competition among advocacy coalitions within the constraints of a policy subsystem (Sabatier and Jenkins-Smith, 1993). This paper presents findings of a study that examined the rhetoric of policy change in Texas utilizing the voucher and charter-schools movements as an illustrative case study. Data sources included newspapers, journals, official documents, congressional testimony, and transcripts. The paper concludes that the battle over vouchers and charter schools in Texas may be viewed as a series of political maneuvers over the creation of meaning: the construction of beliefs about events, policies, leaders, problems, and crises that rationalize or challenge existing inequalities. Charter-school legislation in 1995 was successful because the rhetorical scope of the conflict was narrow. The major political advantage of charter schools is that they occupy something of a middle ground between the public education system as it is currently structured on the one hand and a voucher system on the other hand (Sauter 1993). Because charter schools stay within the realm of the public sphere, charter schools were more politically palatable to a legislature committed to educational reform. However, the scope of the conflict over vouchers was much larger and thus less easily controlled by any single group. The broader scope encompassed such issues as inclusion/exclusion and conflict between the public and private spheres. Issues of class, ethnicity, and inequality which were largely excluded from the dialogue on charter schools could not be excluded from the dialogue on school vouchers. (Contains 103 references). (LMI)

capacity for spoken language acquisition, improved behavior, and increased intelligibility of speech. Possible limitations of implants are also considered and parents are provided with a list of questions to ask when considering the cochlear implant option. (Contains 15 references.) (DB)

ED 414 673 EC 306 018

Caldwell, Barbara
Educating Children Who Are Deaf or Hard of Hearing: Cued Speech. ERIC Digest #E555.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Communication Disorders; *Cued Speech; *Deafness; Decision Making; Early Childhood Education; Lipreading; *Partial Hearing
IDENTIFIERS- ERIC Digests

This digest uses a question-and-answer format to summarize basic information about the use of Cued Speech (a sound-based hand supplement to speechreading) with children who are deaf or hard of hearing. Cued speech is briefly explained, noting its primary use with hearing families of young children who are deaf and in regular education classrooms when those children enter school. A listing of other groups who may use Cued Speech includes families and professionals working with children with autism, Down Syndrome, deaf-blindness, cerebral palsy, auditory processing deficits, and severe physical disabilities. Benefits and limitations of Cued Speech are briefly addressed. Benefits include ease of learning, reinforcement of speech therapy, and improved speechreading. Among limitations of Cued Speech mentioned are reliance on speechreading, the insufficient number of Cued Speech transliterators, and the individual's need to also learn American Sign Language to communicate with the Deaf community. A list of questions is provided for parents considering Cued Speech as a communication option. (Contains 13 references or resources.) (DB)

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Change Strategies; Curriculum Development; *Disabilities; Educational History; Educational Needs; *Educational Policy; Educational Trends; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; Mainstreaming; Political Influences; Regular and Special Education Relationship; Resistance to Change; School Administration; Social Integration; *Special Education; *Special Needs Students; Teacher Education; Trend Analysis

IDENTIFIERS- Attitudes toward Disabled; *United Kingdom

This book analyzes, from a British perspective, critical factors in the development of services for children with Special Educational Needs (SEN) in mainstream schools. Seven key determinants of this change process are identified: (1) political will to initiate and sustain developments with pupils with SEN; (2) adequacy of services and resources to meet the needs of pupils with SEN; (3) societal attitudes to people with disabilities, including children with SEN; (4) appropriateness of curricula to meet the needs of pupils with SEN; (5) the extent of integration of such pupils within mainstream schools; (6) the training of teachers regarding pupils with SEN; and (7) the management of SEN services in schools. The first chapter reviews the history of special education in the United Kingdom. The following seven chapters each address one of the identified key determinants of change. The final chapter summarizes the book's conclusions concerning each of the key factors and then considers the seven factors in relation to each other. (Contains approximately 475 references.) (DB)

(055)
DESCRIPTORS- Case Studies; Elementary Secondary Education; *Fetal Alcohol Syndrome; Foreign Countries; Individualized Education Programs; Skill Development; *Student Characteristics; *Student Needs; *Symptoms (Individual Disorders); Teaching Methods
IDENTIFIERS- British Columbia

This teacher's resource guide from British Columbia provides an overview of the needs of students with fetal alcohol syndrome (FAS). It begins by discussing the definition of FAS and fetal alcohol effects (FAE), characteristics of students with FAS/E, and steps for preparing to teach students with FAS/E (collecting information, making and carrying out a plan, evaluating the plan, and making a referral). The next section of the guide explains the different needs of students with FAS/E. Various problems of children with FAS/E are reviewed, including attention difficulties, cause and effect thinking, social skills, personal skills, memory skills, language development, reading and writing, motor skills, mathematics skills, science skills, and fine arts. The last section of the guide uses case studies to illustrate how to develop an Individual Education Plan (IEP) for children with FAS/E and provides sample IEPs. Appendices include sample questions to discuss during a meeting with parents or guardians, a form for notes from meetings with parents or guardians, a list of common misinterpretations of normal responses in students with FAS/E, checklists for developing various skills, and a list of resource organizations and relevant books and articles. (CR)

distinction is not syntactic but aspectual/semantic, is challenged. Discrepancies and inconsistencies are found in the grammatical functions of aspectual functional projections according to this theory, and other arguments are found for some patterns. A new structure is proposed for the event aspectual syntax. Arguments are made against the Partitive Case Hypothesis and against some observations on the different syntactic behavior between definite/specific noun phrase objects and indefinite/non-specific noun phrase objects in German and Finnish. Contains 14 references. (MSE)

ED 414 731 FL 024 813

Yamada, Makoto
Against IP-Adjunction Scrambling.
PUB DATE- 97
NOTE- 13p.; For complete volume of working papers, see FL 024 807.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; *Grammar; *Japanese; *Language Patterns; Language Research; *Linguistic Theory; *Phrase Structure; Structural Analysis (Linguistics); Uncommonly Taught Languages

As an optional movement, "scrambling" in Japanese has been one of the major obstacles to the Minimalist Program, in which movements occur only when necessary. One theorist has argued, in an attempt to accommodate this phenomenon to the Minimalist Program, that verb phrase-adjunction scrambling should be analyzed as base-generated constructions and suggests that IP-adjunction scrambling is motivated by some special element such as Focus. It is argued here that if a natural extension is made of the categories that can assume strong features, the IP-adjunction scrambling phenomenon can also be accounted for in the Minimalist Program without stipulating any special element. This study implies that nothing is special about Japanese phrase structure, except that a lexical category verb can bear a strong D-feature. Contains 14 references. (MSE)

see FL 024 940.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advanced Courses; Applied Linguistics; Classroom Techniques; Course Descriptions; Educational Objectives; *English (Second Language); Foreign Countries; Higher Education; Instructional Materials; *Language Patterns; Language Rhythm; Linguistic Theory; *Literature Appreciation; *Oral Language; *Phonology; *Poetry; Second Language Instruction

Use of poetry in advanced college-level classes of English as a second language is discussed, focusing on the oral (acoustic) texture of poems as contrasted with their syntactic, lexical, or figurative qualities. Discussion begins with the characteristics and objectives of the learners in question and the basis in both literary and linguistic theory for using poetry in classroom practice. Three aspects of poetry use (metrics, grammatical devices, rhetorical devices) are explored further and some suggestions are offered for using a specific text, both for its teaching potential and as the object of literary linguistic analysis. Special attention is given to the phonological characteristics of poetry as a teaching tool. Contains 21 references. (MSE)

ED 414 754 FL 024 949

Stenson, Nancy
Video in the Irish Language Classroom.
PUB DATE- 96
NOTE- 15p.; For serial publication in which this article appears, see FL 024 940.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Audiovisual Aids; Classroom Techniques; Higher Education; Instructional Materials; *Introductory Courses; *Irish; Second Language Instruction; Second Languages; Uncommonly Taught Languages; *Videotape Recordings
IDENTIFIERS- University of Minnesota

Efforts to incorporate video-based exercises into a first-year Irish second language course at the University of Minnesota are reported and illustrated. Sample activities using sound and word recognition, matching, listening, completion, and creation techniques are outlined. Videotape recordings are first played without sound to introduce students to the physical aspects of the cultural setting and to provide a stimulus for vocabulary being learned. Listening practice, observation, and discussion follow. Considerations in creating homemade videotapes, selecting commercially designed materials, and managing the use of these materials in class are discussed, and the instructional potential in student development of videos is examined. Three appendices contain worksheets in Irish. (MSE) teaching effectiveness (SRTE) instrument by Saint Leo College (Florida). The instrument was based on Cashin's (1989) seven dimensional model of college teaching: subject matter mastery, curriculum development, course design, delivery of instruction, assessment of student learning, availability to students, and administrative requirements. A 22-item index, based on the student-perspective dimension of Cashin's model, was developed; it included 3 global items, 5 general concept items on course design, and 14 general concept items over several aspects of instruction. In the fall of 1993 the index was administered to 146 classes under standard conditions. Factors analysis of the 19 nonglobal items indicated relatively high correlations between all variables. The high correlations presented a problem for the SRTE instrument, in that it is most unlikely that teaching is a unidimensional construct. Thus, an alternative explanation offered is that a strong "halo" effect is operating and student differentiation among the dimensions is obscured. An appendix provides instructional dimensions, student-perspective dimensional attributes, a copy of the SRTE index, and recommendations for using student ratings of teaching. (Contains 40 references.) (MDM)

ED 414 777   HE 030 577

Boening, Carl H.; Miller, Michael T.
Research and Literature on the Sabbatical Leave: A Review.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Faculty; College Instruction; Educational Attitudes; *Faculty Development; Higher Education; Literature Reviews; Program Descriptions; Program Effectiveness; *Sabbatical Leaves
IDENTIFIERS- Faculty Attitudes

This paper reviews the literature on college faculty sabbatical leave and sabbatical leave programs often described as 'paid vacations' with no accountability. The literature indicates that sabbatical leave was an important part of any faculty development program. Those who took sabbatical leaves overwhelmingly reported the experience as a positive one. The literature firmly supports the contention that sabbaticals served as a mechanism for conducting research and to improve or develop teaching. However, the need for specific planning and evaluation of sabbatical leave was also indicated, as financial restraints and public awareness have brought increased scrutiny to professional development activities of this nature in higher education. Little mention was made in the literature of the effects of sabbatical leave on the service mission of higher education institutions, or of the internal benefit to institutional operations that sabbatical leave presents. (Contains 16 references.) (MDM) negotiations. The paper concludes by discussing a study that the Department of Educational Leadership at East Carolina University is undertaking to assess EQ skills among its students. (Contains 40 references.) (MDM)

ED 414 798 HE 030 691

Chang, Te-Sheng
Student Ratings of Instruction at Teachers College in Taiwan.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Class Size; College Faculty; Course Content; Foreign Countries; Higher Education; Lesson Plans; Predictor Variables; *Sex Differences; Student Evaluation; *Student Evaluation of Teacher Performance; Teaching Methods
IDENTIFIERS- National Hualien Teachers College (Taiwan)

This study examined the effects of course level, class size, and instructor gender on student ratings of teacher performance at the National Hualien Teachers College in Taiwan. A total of 9,843 usable evaluation forms were completed for 440 courses (96 freshmen-level, 142 sophomore-level, 119 junior-level, and 83 senior-level) taught by 132 instructors. The evaluation form contained 13 questions that focused on four dimensions of teacher performance: preparation/planning, material/content, method/skill, and assignment/examination. The results indicated that as the level of the course increased, the mean for each evaluation dimension increased. Class size had no significant effect on student ratings of instruction, though the highest mean evaluations came from classes with 10 or fewer students. Instructor gender had no statistically significant effect on student ratings of instruction, though male instructors were rated significantly higher on the material/content dimension. (Contains 19 references.) (MDM)

Enlightenment" (Linda Flores and Alfred A. Slocum); (5) "Reconciling College Access and the Affirmative Action Debate" (Sylvia Hurtado and Christine Navia); (6) "Faculty Diversity and Affirmative Action" (Caroline Sotello Viernes Turner and Samuel L. Myers, Jr.); (7) "Affirmative Action and Beyond: The Woman's Perspective" (Bonnie E. Busenberg and Daryl G. Smith); (8) "Toward a More Inclusive Vision of Affirmative Action: Improving Campus Environments for Lesbian, Gay, and Bisexual People" (Robert A. Rhoads); (9) "Strict Scrutiny: The Law and Its Special Favorites" (Alfred A. Slocum); and (10) "The Hopwood Case: What It Says and What It Doesn't (Albert H. Kauffman and Robert Gonzalez). A final section, by Mildred Garcia, offers conclusions and suggested strategies. (Individual chapters contain references.) (DB) the Patient and Continuous Care" (year 3). Ten evaluation instruments were developed. Physician peers were used to train preceptors, and three faculty workshops were developed, as were two self-instructional packages to help physicians in their teaching role. The content of faculty training evolved as a result of a preceptor survey, which is appended. A program evaluation student survey and program evaluation results are also appended. (SW)

ED 414 835 HE 030 821

Courtright, James B.
Development of Concept Modules for the Teaching of Introductory Science to the General Student.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; Achievement Rating; College Instruction; *College Science; *Curriculum Development; Curriculum Evaluation; Higher Education; *Interdisciplinary Approach; Introductory Courses; *Nonmajors; Program Evaluation; *Science Instruction; Student Evaluation
IDENTIFIERS- *Marquette University WI

A project to develop an interdisciplinary course (ARSC 10/11) for teaching science to college students not majoring in science is described. Concept modules were developed for a two-semester format consisting of three hours of lecture and two hours of laboratory per week. Important science themes were identified to promote an understanding of modern biology, chemistry, and physics. A science survey test was developed and administered at the beginning and end of the semester to students in the interdisciplinary ARSC course and in introductory biology and chemistry courses. Science topics which are potentially confusing were also identified and clarified to help avoid learning difficulties. The performance on science exams for students in the ARSC course and introductory science classes was compared. Students in the ARSC course, the School of Education, and the College of Arts and Sciences were also compared for grade point average, retention rates, and standardized achievement test scores. Appended materials include course syllabi for fall and spring semesters, the science survey test questions with year- to-year comparisons of students' scores for each question, and graphs showing testing and performance outcomes. (SW) cooperative report writing. Faculty from the Departments of Economics, Philosophy, and Spanish re-tooled current knowledge and pedagogical techniques for the courses. An outside expert policy evaluator critiqued the students' reports, and an outside expert on learning evaluated the impact of the course on students. Evaluation indicated project objectives were met, that the conference course is an effective alternative to conventional courses, and that the conference course is better able than conventional courses to hone skills such as developing a policy-recommendation orientation, cooperative learning, consensus decision-making skills, and relating directly to subject-matter experts. (DB)

ED 414 854   HE 030 844

Blewett, Peter
CORE Cluster Implementation Project.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; College Faculty; College Instruction; *Core Curriculum; *Curriculum Development; *Faculty Development; *General Education; Higher Education; Interdisciplinary Approach; Majors (Students); Required Courses
IDENTIFIERS- *University of Massachusetts Lowell

This final report describes activities and accomplishments of a 3-year, federally supported project at the University of Massachusetts (Lowell) to develop a 4-year general education core program featuring both curriculum coherence and choices in courses for students. The curriculum was developed by faculty working in small interdisciplinary (cluster) groups. The cluster groups created five to nine courses in the humanities and social sciences to be offered to junior engineering majors. Four more liberal arts clusters and three science clusters for liberal and fine arts students were also nearing implementation. Evaluation indicated the project was a highly successful tool for faculty development and curriculum design, but that clusters were too small and should probably involve 8 to 10 faculty and as many as 10 to 12 courses. Student evaluations indicated satisfaction with clusters. (DB)

IDENTIFIERS- *Access to Technology; Multiple Intelligences; *Technology Integration

This collection of articles address three themes: the growing research supporting the belief that technology in education makes a difference for student learning; innovative ways to use technology in teaching; and firsthand accounts of schools that have successfully implemented technology in their classrooms. Through effective use, educators can implement technology in ways that transform classroom learning activities, enhance idea development and individual expression, promote peer collaboration and problem solving, and foster students' unique learning styles. The collection includes the following articles: "Achieving Technological Equity and Equal Access to the Learning Tools of the 21st Century" (Curman L. Gaines, Willie Johnson, and D. Thomas King); "Linking Students to the Infosphere" (Boris Berenfeld); "Technologies as Tools for Transforming Learning Environments" (Michael Hopkins); "Can Integrated Instructional Technology Transform the Classroom?" (Lani M. Van Dusen and Blaine R. Worthen); "Communication through Multimedia in an Elementary Classroom" (Elizabeth M. Riddle); "Virtual Reality and Multiple Intelligences: Potentials for Higher Education" (Hilary McLellan); "Crossroads to the World" (Dawn L. Morden); "Engaging Students in a Knowledge Society" (Marlene Scardamalia and Carl Bereiter); "The Saturn School of Tomorrow" (David A. Bennett and D. Thomas King); and "It's Elementary! Internet in a K-5 School" (Susan W. Hixson). Contains an index. (Author/SWC)

Rigor in On-Campus and Off-Campus Courses" (Miller, Shih); "Relationships between Instructional Method and Critical Thinking in a Turfgrass Management Course" (Houser, Huff, Radhakrishna); "Effects of World Wide Web Instruction and Traditional Instruction and Learning Styles on Achievement and Changes in Student Attitudes in a Technical Writing in Agricommunication Course" (Day, Raven, Newman); "Assessment of College Achievement of Incoming Students to the College of Agriculture at the University of Idaho" (Touchstone, Riesenberg); "Demographic Characteristics of Preservice Teacher Education Students and Their Reasons for Majoring in Agricultural Education" (Swortzel); "Laboratory Safety Inservice Needs of Texas Agricultural Science Teachers" (McDonald, Lawver); "Implications of Integrating Science in Secondary Agricultural Education Programs" (Thompson, Schumacher); "Method of Reinforcement and Student Gender" (Johnson, Wardlow, Franklin); "Perceptions and Attitudes of Northwest Agriculture Instructors towards the Use of Computers in Agricultural Education Programs" (Nordheim, Knight, Connors); "Differences in Learning Styles of County Extension Faculty in Florida Based upon Selected Personal and Organizational Characteristics" (Baker et al.); "Perceived Existing and Desired Management Systems of the Mississippi Cooperative Extension Service and Their Relationship to Employee Motivation" (Sadighi, Raven, Taylor); "Profile of the Program of Activities Use by FFA (Future Farmers of America) Chapter Advisors" (Torres, Dormody); "Predicting Student Achievement in Agriculture Courses Delivered by Videotape" (Miller); and "Teaching Evaluation Skills Using Experiential Learning" (Wulff-Risner, Steward). (MN)

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Counseling; Career Guidance; Continuing Education; Developing Nations; *Educational Development; Educational Needs; Equal Education; Foreign Countries; International Cooperation; *International Educational Exchange; *Job Training; Marketing; *Needs Assessment; Postsecondary Education; School Business Relationship; Secondary Education; Sex Discrimination; Teacher Education; *Vocational Education
IDENTIFIERS- *Lithuania

This report on vocational education and training (VET) reform in Lithuania is one of a series of country reports by the European Training Foundation on the reform process in partner countries. Chapter 1 provides basic data on the country. Chapter 2 describes the present situation and recent developments in VET. It covers main features of the educational system, strategic objectives for VET, and legislative framework. It looks at developments in these areas: administrative structure and decentralization; finance; adaptation of training to changes in the economy and society; identification of skills needs; quality standards and qualifications; promotion of continuing VET; social partners; involvement of enterprises in VET; equal opportunities; access to training; and vocational guidance and counseling. Chapter 3 describes international assistance and cooperation, including the European Union's Phare (VET reform) and Leonardo programs. Chapter 4 covers these challenges and further needs: skills needs analysis, institutional arrangements, and qualifications and training methods. Chapter 5 suggests these priorities for further assistance: measures for monitoring VET and its links with the labor market; teacher training; social partner involvement; equality of opportunity; and development of training and quality standards. Appendixes include key indicators, VET system diagram, legislative framework, responsible bodies, and international assistance. (YLB)

enhance user identification with characters. Users will actively seek the information in the thought balloons. Approximately two and a half hours of interaction time is available in the main character decision sequences. In addition, 32 hours of classroom and workshop activities reinforce and provide more personal application of the skills. Some 275 youth were used to evaluate the KYAC program; it was found that students sought better ways to resolve problems with learning, math, reading, and other skills and that they discovered good reasons to finish high school, among other findings. (RJM)

ED 414 872 IR 018 635

Buckingham, David, Ed.
Watching Media Learning: Making Sense of Media Education.
PUB DATE- 90
NOTE- 236p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Communications; Elementary Secondary Education; Higher Education; Journalism Education; *Mass Media; News Media; Programming (Broadcast); Television; *Theory Practice Relationship; *Visual Literacy
IDENTIFIERS- *Media Education

Media education is expanding, both as a subject in its own right, and as a cross-curricular theme. Based on detailed classroom research, this book identifies the rewards and achievements, as well as the difficulties and contradictions, of teaching about the media in Great Britain. Four major themes emerge: the process of teaching and learning; the relationship between theoretical and practical work; teaching about race and gender; and the place of media education in other curriculum areas. The book is divided into four parts: School Knowledge, Commonsense Knowledge; Theory and Practice; Reading Representations; and Media Education and the Curriculum. It includes the following chapters: (1) "Media Education: From Pedagogy to Practice" (David Buckingham); (2) "Stepping into the Void: Beginning Classroom Research in Media Education" (David Buckingham, Pete Fraser, and Netia Mayman); (3) "How Do Teachers and Students Talk about Television?" (Pete Fraser); (4) "Redefining Creativity: Extended Project Work in GCSE Media Studies" (Roy Stafford); (5) "Playtime: Learning about Media Institutions through Practical Work" (Jenny Grahame); (6) "Teaching and Learning about Representation: Culture and "The Cosby Show" in a North London Comprehensive" (Julian Sefton-Green); (7) "Intervening in Popular Pleasures: Media Studies and the Politics of Subjectivity" (Chris Richards); (8) "Implementing a Media Education Policy Across the Curriculum" (Jocelyn Robson, Jonathan Simmons, and Martin Sohn-Rethel); (9) "Teaching the Text: English and Media Studies" (Andy Freedman); and (10) "Making It Explicit: Towards a Theory of Media Learning" (David Buckingham). (Contains 135 references.) (SWC)

ED 414 873 IR 018 640

Dockterman, David A.
Great Teaching in the One Computer Classroom. Fourth Edition.
PUB DATE- 97
NOTE- 110p.; For second edition, see ED 337 145.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; Computer Software; Computer Uses in Education; Educational Resources; Educational Strategies; Educational Trends; Elementary Secondary Education; *Instructional Improvement; Internet; Large Group Instruction; Learning Activities; *Microcomputers; Multimedia Instruction; Teacher Role; Teaching Methods
IDENTIFIERS- Listservs

This manual is designed to help teachers gain comfort and

ED 414 891 IR 018 666

Muldner, Tomasz, Ed.; Reeves, Thomas C., Ed.
Educational Multimedia/Hypermedia and Telecommunications, 1997. Proceedings of ED-MEDIA/ED-TELECOM 97--World Conference on Educational Multimedia/Hypermedia and Educational Telecommunications (Calgary, Canada, June 14-19, 1997). Volumes I and II.
PUB DATE- 97
NOTE- 1514p.
LANGUAGE- English
EDRS Price- MF12/PC61 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Assisted Instruction; Distance Education; Educational Media; Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Hypermedia; *Multimedia Instruction; *Multimedia Materials; Teaching Methods; *Telecommunications

This collection presents papers pertaining to the wide area of educational multimedia/hypermedia and telecommunications. The conference serves as a forum for the dissemination of information on the research, development, and applications in all areas of multimedia/hypermedia and telecommunications in education across all disciplines and levels. The papers cover a range of topics, including specific uses of several different technologies in distance and on-site education; design and implementation; and program and software evaluation. These proceedings contain 178 full papers, reports of 6 panel discussions, 149 short papers, and reports of 50 posters and demonstrations. (AEF)

ED 414 892 IR 018 667

Ryan, Lisa Nackerud
Highlights of the Public Radio Programming Study, Fiscal Year 1996. CPB Research Notes, No. 105.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Audiences; *Broadcast Industry; Current Events; Demography; *Music; News Media; *News Reporting; *Programming (Broadcast); Radio
IDENTIFIERS- Corporation for Public Broadcasting; *Entertainment; *Public Radio

The Corporation for Public Broadcasting funded a national study of public radio programming since 1986. The 1996 programming study was conducted by National Public Radio's Audience Research department and had participation by 633 stations. Two-thirds of the stations reported broadcasting 24 hours per day, compared to one-third of stations in 1986. The study divided public radio formats into six music format bases--classical, jazz, world music, folk, pop, and eclectic--and three talk format bases--news and information, entertainment, and targeted audience. Two-thirds of stations' broadcasts were music based, and classical or jazz described three-fourths of the music broadcasts. Most stations had news and information each week, broadcast weekdays by 92% of stations, Saturdays by 84%, and Sundays by 82%. All stations aired both local and national programming each week. Public Radio International (PRI) programming was carried by 87% of the stations, surpassing the 84% carrying National Public Radio (NPR) programming. Two-

ED 414 909 IR 056 767

Quinn, Kellie
Literacy Activities of Missouri Public Libraries.
PUB DATE- 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Instructional Materials; Library Materials; *Library Services; Library Surveys; Literacy; *Literacy Education; *Outreach Programs; *Public Libraries; Reading Instruction; *Resource Materials; State Programs; User Needs (Information)
IDENTIFIERS- *Missouri

This report describes the literacy activities of Missouri Public Libraries in 1996. The report includes: a letter from the Missouri Secretary of State; national and state literacy statistics and trends; a description of the library survey and its results; state library efforts; lists of Missouri and national literacy organizations with contact information; and a listing of Missouri Public Libraries that participated in the survey and offer literacy services. The survey was designed to gather a fast response to basic questions such as the size of the population served by each library, the extent to which libraries are working with other literacy providers, and the kinds of literacy materials and services Missouri public libraries are regularly providing. Some libraries have special programming and/or do intensive training in literacy services, some libraries house collections for adult literacy students and/or tutors, some act as referral points for community services, and some provided space for tutoring. All contributions are valuable and provide necessary support for upgrading the literacy level of Missouri's citizens. A numerical breakdown of responses to the five questions is followed by a brief narrative of the literacy materials and services provided at each library. (SWC)

ED 414 910 IR 056 768

Matson, Madeline, Ed.
Charting Missouri's Library Future into the New Century.
PUB DATE- 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Futures (of Society); *Libraries; Library Administration; Library Cooperation; *Library Development; Library Funding; Library Networks; Library Personnel; *Library Planning; Library Role; *Library Services; Library Surveys; Shared Library Resources; State Programs; Users (Information)
IDENTIFIERS- *Missouri

Libraries offer Missourians of all ages educational and cultural opportunities unsurpassed by any other governmental institution or community agency. Missourians value their libraries, as demonstrated by high usage, approval of library tax levies across the state, and increased demand for library services. This plan provides direction for the growth and improvement of Missouri libraries into the 21st century. It emphasizes information access, resource sharing, electronic linkages,

ED 414 928 IR 056 786

Hamilton, Richard; Shory, Paul
Patterns of Use for the Bryn Mawr Reviews.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cost Effectiveness; *Cost Indexes; *Costs; *Electronic Journals; Higher Education; Printed Materials; Publications; *Scholarly Journals; Use Studies; Users (Information)
IDENTIFIERS- Bryn Mawr College PA; Electronic Resources; Gopher

Bryn Mawr Reviews (BMR) produces two electronic review journals, "Bryn Mawr Classical Review," (BMCR) which also comes out in paper and "Bryn Mawr Medieval Review" (BMMR). BMR has two sets of users: subscribers and gopher hitters. Analysis of the monthly gopher reports has concentrated on the hitters rather than the hits; analysis of total users shows that use has leveled off at a peak of about 3800 users a month. Subscriptions to the electronic journals continue to grow at a rate of 5% per quarter, though there are considerable seasonal fluctuations. In terms of progress and cost recovery, progress is satisfactory but cost recovery is still uncertain. BMCR is growing at the rate of 30% a year. About half the costs of BMCR goes for producing the paper version. A possible reduction in costs besides elimination of the paper version and automatic mark-up is a "fast-track" system whereby the review never leaves the Internet. The great advantage for the reviewer is that this cuts publication time by a month; the disadvantage is that the reviewer is asked to do some simple mark-up on the text before sending it. Seven charts show statistics. (AEF)

ED 414 929 IR 056 787

Lesk, Michael
Digital Libraries: A Unifying or Distributing Force?
PUB DATE- 97
NOTE- 12p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Computer Mediated Communication; Educational Change; *Electronic Journals; *Electronic Libraries; Futures (of Society); Higher Education; Information Seeking; Information Technology; Online Searching; Publishing Industry; Reading; Reference Materials; Reference Services; User Needs (Information); World Wide Web
IDENTIFIERS- *Digital Technology; Electronic Resources; Scholarly Writing

This paper addresses several questions about digital libraries. What kinds of communities will digital library technology produce? The Web seems much more popular then electronic journals--does this mean that surfing will replace literature reading, and that "nerds" building HTML hierarchies will

ED 414 946 IR 056 804

Zaremba, Alan Jay
Effects of E-mail Availability on the Informal Network, and Dissemination of Upward and "Human" Messages.
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Communication Problems; *Communication Research; Computer Uses in Education; *Electronic Mail; Feedback; Higher Education; Information Dissemination; *Interpersonal Communication; Online Systems; *Organizational Communication; Student Behavior
IDENTIFIERS- Frequency Analysis; Technology Utilization

Electronic mail is becoming more and more common in contemporary organizations. Despite the technological sophistication of e-mail, questions remain regarding the value of the innovation for organizations. The assumption that the presence of e-mail, in and of itself, obviates internal communication problems is inaccurate and problematic. This paper reports the findings of a study that assessed the use of e-mail in a classroom setting. Thirty-nine undergraduate students enrolled in an introductory organizational communication course were required to obtain a university e-mail account and had basic training in how to use the system. Students were required to use e-mail for one class assignment, and had the option to use it for submitting an assignment or for communicating with the instructor. The study assessed the frequency and nature of e-mail communication. Over 75% of messages received by the instructor were optional messages. While e-mail may be implemented to facilitate the transmission of task and maintenance messages, e-mail in this case encouraged human messages, spurred the upward network, and fueled the informal network. This investigation illustrates that e-mail can, under the right conditions, be effective, but it does not demonstrate that e-mail is the answer to communication problems in organizations. The quality of communication may be a function of the timeliness of feedback provided by the recipient. Without feedback, e-mail is likely to be less effective than it potentially could be. (SWC)

ED 414 947 IR 056 805

Boss, Richard W.
The Library Administrator's Automation Handbook.
PUB DATE- 97
NOTE- 226p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Software; Costs; *Decision Making; *Information Technology; Integrated Library Systems; Internet; Libraries; *Library Administrators; *Library Automation; Library Development; Library Equipment; *Library Planning; Library Technical Processes; Local Area Networks; Microcomputers; Online Systems; Optical Data Disks; Programming Languages
IDENTIFIERS- *Technology Implementation

ED 414 965 JC 980 036

Nussbaum, Thomas J.
Enhancing Student Transfer. Memorandum of Understanding.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Access to Education; *Articulation (Education); *College Transfer Students; Community Colleges; Educational Policy; Higher Education; Partnerships in Education; Policy Formation; Program Improvement; *State Programs; Student Financial Aid; *Transfer Policy; *Transfer Programs
IDENTIFIERS- *California Community Colleges; California Master Plan for Higher Education; Senate Bill 121 (California 1991); *University of California

In compliance with The Master Plan for Higher Education (1985) and Senate Bill 121 (1991), which both establish transfer as a priority for California's colleges and universities, the California Community Colleges (CCC) and the University of California (UC) adopted a collective mission. To provide access and opportunity for students, CCC and UC propose to increase transfer rates by 33% before the year 2005. They also plan to increase the accuracy and timeliness of the articulation process to foster transfer student success. CCC has established transfer centers on each campus, with a commitment from UC to reinvigorate transfer-center partnerships and create more options for part-time students. A database functions as an official statewide repository for articulation information, and assists students in planning for and meeting their transfer goals. "Baccalaureate" financial aid packages illustrate the full scope of postsecondary education, allowing students to plan their monetary needs through degree completion. CCC and UC will work together to obtain resources to implement these goals, collecting and exchanging data to evaluate their success. Includes newspaper article about transfer student increase. (YKH)

ED 414 966 JC 980 038

Clagett, Craig A.
Student Learning Outcomes Assessment Report. Board of Trustees Report Submitted to the Maryland Higher Education Commission.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Persistence; *College Outcomes Assessment; Community Colleges; *Educational Assessment; *Enrollment Trends; *Institutional Evaluation; *Outcomes of Education; Remedial Programs; *School Holding Power; School Surveys; Statistical Analysis; Student Attitudes; Student Attrition; Student Evaluation; Transfer Rates (College); Two Year College Students; Two Year Colleges
IDENTIFIERS- Prince Georges Community College MD

This Student Learning Outcomes Assessment Report was intended to inform the Board of Trustees, the college community, and the public about the achievements of students enrolled in credit classes at Prince George's Community College (PGCC). Part I

ED 414 985 JC 980 060

Southhard, Margarida; Collier, Sylvia
Readiness for College in Leon County: Who Are the Students That Need Remedial Education?
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Conference of the Florida Educational Research Association (Orlando, FL, November 5-7, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Mathematics; *College Preparation; College Students; *Course Selection (Students); Developmental Studies Programs; Grade Point Average; *Grades (Scholastic); High Risk Students; *High School Graduates; High Schools; Higher Education; *Readiness; Remedial Instruction; Remedial Mathematics; Remedial Programs; *Student Characteristics; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS- *Leon County School District FL

A study was conducted to determine the extent to which high school graduates from Florida's Leon County needed remediation to enter college-level mathematics, reading, and writing courses. Records were examined for 2,705 high school graduates from 1992 to 1996 who were first-time college students in a Florida public community college or state university within the same period. Study findings included the following: (1) over the four-year span, an average of 21% of the graduates needed remediation in mathematics; (2) for students needing remediation in all subjects, 58% were female and 46% were black; (3) 79% of the graduates from the period did not need any remediation, 57% of whom were female and 22% black; (4) the average grade point average of students needing remediation in mathematics was almost one letter grade lower than those not needing remediation; (5) the mathematics remedial students were likely to take Algebra I, but were unlikely to take Algebra II or Geometry; and (6) 90% of the remedial students attended a community college. Data tables and a list of upper-level mathematics and science courses in Florida are appended. (BCY)

ED 414 986 JC 980 061

James, David P.; Alford, Veronica; Alpha-Kpetewama, Tamba; Clagett, Craig A.; Engleberg, Isa N.
Campus Retention Committee Final Report.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Advisory Committees; Change Agents; *College Planning; College Programs; Community Colleges; Dropout Prevention; Dropout Research; Educational Strategies; Faculty Development; High Risk Students; *Organizational Objectives; Program Implementation; Program Improvement; *School Holding Power; School Orientation; School Role; Student Attrition; Teacher Role; Two Year College Students; Two Year Colleges
IDENTIFIERS- Prince Georges Community College MD

In January 1996, Prince George's Community College (PGCC) established the Campus Retention Committee to review community

ED 415 003 PS 026 038

Epstein, Joyce L.; Coates, Lucretia; Salinas, Karen Clark;
Sanders, Mavis G.; Simon, Beth S.
School, Family, and Community Partnerships: Your Handbook for Action.
PUB DATE- 97
NOTE- 260p.
LANGUAGE- English
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Action; *Community Involvement; *Educational Improvement; Elementary Secondary Education; Family School Relationship; *Parent Participation; *Parent School Relationship; *Partnerships in Education; Program Development; *School Community Relationship
IDENTIFIERS- *Action Plans

NThis handbook serves as a guide for state, district, and school leaders to organize and implement positive and permanent programs of school, family, and community partnerships. The book's eight chapters offer step-by-step strategies to improve school-family-community connections. Chapter 1 summarizes the theory and research on which the handbook is based, describes the framework of six types of involvement, and discusses the "Action Team" approach for developing a comprehensive program of partnerships. Chapter 2 illustrates how the components of the program are applied at the district and school levels. Chapter 3 outlines agendas for short and extended training workshops and year-end celebrations that leaders may conduct to help action teams write plans, share practices, solve problems, and continue program development. Chapter 4 supplies charts and diagrams that can be used as transparencies or handouts in presentations and workshops. Chapter 5 includes an inventory of present practices, 3-year outlines, 1-year action plans, and evaluation forms to establish and continue the program. Chapter 6 contains discussion topics, worksheets, and other forms that support and advance the work of action teams, district facilitators, and state coordinators. Chapter 7 presents additional information for middle and high schools, introduces interactive homework, and summarizes survey instruments. Chapter 8 shows how to join other schools, districts and states in the National Network of Partnership-2000 Schools at Johns Hopkins University to obtain information and assistance, and share ideas and progress. Contains 23 references. (TJQ)

ED 415 004 PS 026 040

Delisle, Robert
How to Use Problem-Based Learning in the Classroom.
PUB DATE- 97
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; Cooperation; *Critical Thinking; Educational Improvement; Elementary Secondary Education; *Experiential Learning; Interdisciplinary Approach; Learner Controlled Instruction; *Problem Solving; Student Evaluation;

ED 415 021 PS 026 117

Lau, Sing, Ed.
Growing Up the Chinese Way: Chinese Child and Adolescent Development.
PUB DATE- 96
NOTE- 392p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Acculturation; *Adolescent Development; Attention Deficit Disorders; *Child Development; Chinese Culture; *Cultural Influences; Delinquency; Foreign Countries; Immigrants; Mental Health; Parent Child Relationship; Parent Student Relationship; Self Concept; *Socialization
IDENTIFIERS- Adolescent Behavior; China; *Chinese People; Only Child Family

This volume is a collection of current research by noted scholars on Chinese child development. The volume re-examines long-held beliefs and preconceptions about Chinese culture, draws forth incompatible pictures and contradictory facts about Chinese children, and draws attention to new problems of the modern Chinese family. The chapters of the book are grouped into four sections, exploring the developmental context of Chinese culture and tradition, cognitive development as manifested by academic achievement, social adjustment and maladjustment, and new issues at home and abroad. The specific chapters are: (1) "Parental Control: Psychocultural Interpretations of Chinese Patterns of Socialization" (David Wu); (2) "Understanding Chinese Child Development: The Role of Culture in Socialization" (Sing Lau and Patricia Yeung); (3) "Gender Role Development" (Fanny Cheung); (4) "Academic Achievement and Motivation of Chinese Students: A Cross-National Perspective" (Chuan-sheng Chen, Shin-ying Lee, and Harold Stevenson); (5) "Chinese Parental Influence and Their Children's School Success: A Paradox in the Literature on Parenting Styles" (Ruth Chao and Stanley Sue); (6) "Achievement Goals and Causal Attributions of Chinese Students" (Kit-tai Hau and Farideh Salili); (7) "Learning, Schooling, and Socialization: A Chinese Solution to a Western Problem" (John Biggs); (8) "Mental Health of Chinese Adolescents: A Critical Review" (Daniel Shek); (9) "Attention Deficit-Hyperactivity Disorder in Chinese Children" (Kin-pang Leung); (10) "Adolescent Delinquent Behavior in Chinese Societies" (Kwok Leung and Ruth Mei-tai Fan); (11) "The Academic, Personality, and Physical Outcomes of Chinese Only Children" (Toni Falbo, Dudley Poston, Jr., and Xiao-tian Feng); (12) "Crossing the Boarder: Chinese-Adolescents in the West" (Doreen Rosenthal and S. Shirley Feldman); (13) "Cultural Adjustment and Differential Acculturation among Chinese New Immigrant Families in the United States" (Kam-fong Monit Cheung); and (14) "Self-Concept Development: Is There a Concept of Self in Chinese Culture?" (Sing Lau). The concluding chapter (Sing Lau) highlights and integrates the ideas of the preceding chapters. Each of the chapters contains references. (HTH)

ED 415 022 PS 026 134

Anliker, Renee; Aydt, Mary; Kellams, Marty; Rothlisberger, Jeanne
Improving Student Achievement through Encouragement of Homework Completion.
PUB DATE- 97
NOTE- 59p.; Master's Action Research Project, Saint Xavier

ED 415 039 RC 021 228

Douglas, Dorothy, Ed.
A Resource Guide of Programs and Services for Young Children and Their Families.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.
PUB DATE- 94
NOTE- 110p.; Prepared by the Alaska State Interdepartmental Committee for Young Children.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development Centers; Child Health; *Child Welfare; *Databases; Day Care; *Early Childhood Education; *Family Programs; *Human Services; Nutrition; Parent Education; Program Descriptions; *State Agencies; Young Children
IDENTIFIERS- *Alaska

This comprehensive resource guide describes programs and services for young children (prenatal to age 8) and their families in Alaska. Information for the resource guide was collected from state departmental budget documents, program guides, annual reports, and program personnel. In compiling this information, certain trends concerning children's programs and services in the state became apparent: reliance on federal funding; interdependence of programs and services within and between departments; and the program-specific or service-specific nature of available databases, which are not linked statewide. The guide is divided into six parts: (1) an introduction; (2) an index of program categories, the services available in those categories, and the department responsible for each service; (3) descriptions of the specific programs and services provided by each state department; (4) a list of relevant boards and commissions appointed by the governor; (5) other state-supported committees and organizations that provide services to children and their families; and (6) descriptions of 71 relevant databases in state agencies, reports generated from the databases, and contact information. Categories of programs and services include: child care; child protection; comprehensive child development programs; data; economic development; education (bilingual, early childhood, HIV/AIDS, homeless, migrant, special, and vocational); family support; general health; mental health; nutrition; parenting and family education; public assistance; safety; sanitation; and special needs and developmental disabilities. (TSP)

ED 415 040 RC 021 230

Impact Aid Program.
PUB DATE- 97
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; American Indian Reservations; Disabilities; *Educational Finance; Elementary Secondary Education; Eligibility; *Federal Aid; Federal Legislation; Federal Programs; Government Employees; *Government School Relationship; Military Personnel; *School

ED 415 058 RC 021 328

Reyhner, Jon, Ed.
Teaching Indigenous Languages. Selected Papers from the Annual Symposium on Stabilizing Indigenous Languages (4th, Flagstaff, Arizona, May 1-3, 1997).
PUB DATE- 97
NOTE- 339p.; For individual papers, see RC 021 329-353.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *American Indian Education; *American Indian Languages; Bilingual Education; Community Role; Cultural Maintenance; Educational Cooperation; *Educational Practices; *Educational Strategies; Elementary Secondary Education; Higher Education; Language Acquisition; Language Attitudes; *Language Maintenance; Material Development; *Native Language Instruction; Nonformal Education; Program Descriptions; School Role; Teacher Education; Teaching Methods
IDENTIFIERS- Endangered Languages; Language Shift

The 25 papers collected in this book represent the thoughts and experiences of indigenous language activists from the United States, Canada, Mexico, and New Zealand, and are grouped in six categories: tribal and school roles, teaching students, teacher education, curriculum and materials development, language attitudes and promotion, and summary thoughts about maintaining and renewing indigenous languages. Papers are: "Keeping Minority Languages Alive: The School's Responsibility" (Gina P. Cantoni); "A Tribal Approach to Language and Literacy Development in a Trilingual Setting" (Octaviana V. Trujillo); "Going beyond Words: The Arapaho Immersion Program" (Steve Greymorning); "Teaching Children To 'Unlearn' the Sounds of English" (Veronica Carpenter); "Learning Ancestral Languages by Telephone: Creating Situations for Language Use" (Alice Taff); "Coyote As Reading Teacher: Oral Tradition in the Classroom" (Armando Heredia, Norbert Francis); "Revernacularizing Classical Nahuatl through Danza (Dance) Azteca-Chichimeca" (Tezozomoc); "KinderApache Song and Dance Project" (M. Trevor Shanklin, Carla Paciotto, Greg Prater); "School-Community-University Collaborations: The American Indian Language Development Institute" (Teresa L. McCarty, Lucille J. Watahomigie, Akira Y. Yamamoto, Ofelia Zepeda); "Language Preservation and Human Resources Development" (Joyce A. Silverthorne); "Issues in Language Textbook Development: The Case of Western Apache" (Willem J. de Reuse); "White Mountain Apache Language: Issues in Language Shift, Textbook Development, and Native Speaker-University Collaboration" (Bernadette Adley-SantaMaria); "Science Explorers Translation Project" (Dolores Jacobs); "Incorporating Technology into a Hawaiian Language Curriculum" (Makalapua Ka'awa, Emily Hawkins); "It Really Works: Cultural Communication Proficiency" (Ruth Bennett, editor); "Marketing the Maori Language" (Rangi Nicholson); "Tuning In to Navajo: The Role of Radio in Native Language Maintenance" (Leighton C. Peterson); "The Wordpath Show" (Alice Anderton); "The Echota Cherokee Language: Current Use and Opinions about Revival" (Stacye Hathorn); "An Initial Exploration of the Navajo Nation's Language and Culture Initiative" (Ann Batchelder, Sherry Markel); "Four Successful Indigenous Language Programs" (Dawn B. Stiles); "Language of Work: The Critical Link between Economic Change and Language Shift" (Scott Palmer); "The Invisible Doors between Cultures" (Robert N. St. Clair); "Personal Thoughts on Indigenous Language Stabilization" (Barbara Burnaby); and "Stabilizing

ED 415 075 RC 021 345

Peterson, Leighton C.
Tuning In to Navajo: The Role of Radio in Native Language Maintenance.
PUB DATE- 97
NOTE- 9p.; In: Teaching Indigenous Languages; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Response; Dialects; *Language Maintenance; Language Styles; Language Usage; *Mass Media Role; Mass Media Use; *Navajo; *Navajo (Nation); Programming (Broadcast); *Radio

Since 1986, KTNN Radio (tribally owned) has broadcast Navajo-language programming to the entire Navajo Nation. Its large broadcast range and position as the "Voice of the Navajo Nation" gives KTNN the "symbolic" power to affect linguistic change, as well as the unenviable position of being held to a high language standard although no such "standard" exists. Navajo-language programming is aimed primarily at adults and consists of news, livestock reports, public service announcements, and country and western music. One of the biggest issues facing KTNN is trying to define the type of Navajo that should be spoken. The realities of radio broadcasting, mainly the need to be brief, have led to development of "Broadcast Navajo," which includes the use of English words or Navajo slang in place of more lengthy, descriptive "formal" Navajo. Listener complaints about Broadcast Navajo are frequent, although some complaints result from regional language differences and the unstandardized nature of Navajo. KTNN could address its responsibility to the language by broadcasting regular language-instruction programming, providing youth-oriented entertainment and music programming in Navajo (perhaps with Navajo youth as announcers), standardizing frequently encountered terminology in news and entertainment, requiring announcers to improve language skills as a condition of employment, using listener complaints in future language planning and standardization, and securing grant money for these efforts. (SV)

ED 415 076 RC 021 346

Anderton, Alice
The Wordpath Show.
PUB DATE- 97
NOTE- 7p.; In: Teaching Indigenous Languages; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Languages; Educational Benefits; *Educational Television; Elementary Secondary Education; Higher Education; *Language Maintenance; *Programming (Broadcast); Public Television
IDENTIFIERS- Oklahoma (Norman); *Public Access Television

The Intertribal Wordpath Society is a nonprofit educational corporation formed to promote the teaching, status, awareness, and use of Oklahoma Indian languages. The Society produces "Wordpath," a weekly 30-minute public access television show about Oklahoma Indian languages and the people who are teaching

ED 415 094 SE 060 964

Holley, Dennis
Animals Alive! An Ecological Guide to Animal Activities. Revised Edition.
PUB DATE- 97
NOTE- 303p.; For the first edition, see ED 391 645. Illustrated by Brian Payne.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Biological Sciences; *Classification; Conservation Education; *Ecology; Elementary Secondary Education; Environmental Education; Hands on Science; *Inquiry; Instructional Materials; Learning Activities; Natural Resources; Science Education; Teaching Guides; *Wildlife

This guide is designed to help teachers develop an inquiry-oriented program for studying the animal kingdom in which live animals are collected locally, studied, observed, and then released completely unharmed back into their natural habitats. This book addresses such concerns of life science teachers as the environmental soundness of methods and materials for studying the animal kingdom, possible exposure to harmful chemicals in preservatives, legal or moral challenges to life science curricula that include dissection, shrinking science budgets, lack of space or equipment needed to maintain permanent collections of animals, knowledge of where to collect live animals, and lack of time to collect and maintain live animals. The activities can be adapted to a wide range of ages and learning abilities. Each chapter investigates a major phylum of the animal kingdom and is divided into sections on classification, structure and habitat, collection of specimens, health and safety issues, teaching activities, and release of specimens. The chapters are arranged beginning with those animal groups simplest in structure and progressing to groups with more complex structure. Appendices contain a guide to classification, commercial suppliers of live animals, wildlife and natural resource authorities, state departments of education and health, and additional resources. (PVD)

ED 415 095 SE 060 993

Wangberg, James K.
Do Bees Sneeze? And Other Questions Kids Ask about Insects.
PUB DATE- 97
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; Elementary Education; *Entomology; Science Activities; Science Education; Scientific Literacy; *Student Centered Curriculum; *Student Interests; Student Participation

This book is written for teachers, librarians, museum staff, educational program leaders, and parents who are often faced with a myriad of questions from children about insects. Questions were obtained during visits to schools and published solicitation and represent those most commonly asked. There are 210 questions from children representing 18 schools, 16 cities, and 13 states. Questions are grouped by common themes into nine

ED 415 116 SE 061 107

Solid Waste Management in North Carolina: A Curriculum Resource Guide for Teachers.
SPONS. AGENCY- North Carolina State Dept. of Environment, Health, and Natural Resources, Raleigh. Environmental Assistance.
PUB DATE- 95
NOTE- 438p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; Elementary Education; *Environmental Education; Interdisciplinary Approach; Mathematics Curriculum; Problem Solving; Recycling; *Science Activities; Science Curriculum; Science Education; *Solid Wastes; *Waste Disposal
IDENTIFIERS- North Carolina

Renewal is the focus of this curriculum designed for students in kindergarten through Grade 8. The purpose of this guide is to educate students and teachers about the problems faced in managing the amount of solid waste generated by society. Each grade level curriculum is organized into activities that support exploration of the nature of solid waste, how to manage solid waste, and what can be done to solve the problem. Each activity in the integrated curriculum model reflects elements of the arts, communication skills, science, mathematics, and social studies curricula. Four major solid waste topics are employed in the activities at each grade level: (1) reduce, reuse, and recycle (the three r's); (2) packaging; (3) waste disposal; and (4) natural resources. A materials list, time frame, vocabulary, and procedures, are included for each activity. Appendices include: a list of solid waste management and recycling support agencies; a list of recycling periodicals; preferred and innovative packing practices; school recycling; Federal Trade Commission (FTC) Guidelines on Environmental Marketing; bulk mail reduction; a list of sources for funding and awards program; a list of curricula and education materials; games and activities; and graphs and data. Contains 68 references. (DDR)

ED 415 117 SE 061 108

Thompson, Patricia J., Ed.
Environmental Education for the 21st Century: International and Interdisciplinary Perspectives.
PUB DATE- 97
NOTE- 384p.; Intrduction by Ricardo R. Fernandez.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Influences; *Educational Strategies; Elementary Secondary Education; *Environmental Education; *Environmental Standards; Ethics; Foreign Countries; *Global Approach; Higher Education; *Integrated Curriculum; Sex Differences; Teacher Education; Teaching Methods

This volume is the result of a week-long conference at Lehman College during Earth Week on environmental consciousness. Its scope and range provide an overview of the state of the art in the environmental curriculum in the humanities, social sciences, business, and journalism as well as perspectives on creating a green academic environment through teaching, administration, and media relations. Chapters contained in this

ED 415 138 SO 027 616

Stoker, Karen, Comp.; Wegenka, Elaine, Comp.
Beyond the Textbook: A Bibliography of Trade Books Integrating English and World History.
PUB DATE- 96
NOTE- 62p.; Paper presented at the Annual Conference of the National Middle School Association (23rd, Baltimore, MD, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; Books; Grade 7; *Interdisciplinary Approach; Junior High Schools; *Language Arts; Middle Schools; *Multicultural Education; *Social Studies; Textbooks; *World History

This bibliography for world history is organized by time frame and culture. Within each time frame or culture, books are organized in the following way: nonfiction books are listed first, alphabetically by publisher; fiction books or stories are listed next, alphabetically by author. Also included is an annotated fiction bibliography for world history. Sources of catalogs for world history materials are identified. A seventh grade core yearly calendar is included which lists major themes for the school year. (EH)

ED 415 139 SO 027 632

Stix, Andi
Creating Rubrics through Negotiable Contracting.
PUB DATE- 96
NOTE- 26p.; Paper presented at the Annual Conference of the National Middle School Association (23rd, Baltimore, MD, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Grading; Holistic Evaluation; *Student Evaluation; Teacher Student Relationship

This paper explains the construction of a grading rubric that is designed to empower students with expectations of quality work. Teachers and students "negotiate" a mutually acceptable consensus. The contract process is based on the idea that when students feel they are valued participants in the assessment process, they become motivated to strive towards those criteria-based standards. The process can be used to set short-term goals for lessons that do not require formal assessment but for which quality work is expected. Samples of assessment sheets and student work samples are presented with criteria for evaluation. (EH)

ED 415 140 SO 027 808

Gray, Kaaren St. Armour
Children Hungering for Justice: Curriculum on Hunger and Children's Rights, Grades K-4.
PUB DATE- 90
NOTE- 25p.; For related items, see SO 027 809-810.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

ED 415 162 SO 028 215

Denton, David E.
Gaia's Drum: Ancient Voices and Our Children's Future.
PUB DATE- 91
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ethics; Higher Education; *Meditation; Moral Values; *Philosophy; Values

This book offers meditations on concerns about the future and what awaits the coming generations. The volume expresses anger with schools, government, and other agencies of this society that make children aliens. The Mother Earth, Gaia, is lost to people due to the denial of a non-modern heritage. The meditations are on the 21st century and what lies ahead. The chapters include: (1) "Meditation One: Searching for a Future" which includes sections on "Our Search for Meaningful Signs," "Five Illustory Signs," and Fundamentalism and Scientism: Two Peas in the Same Pod"; (2) "Meditation Two: Attending to the Sacred" which includes sections on "The Matter of Attention," "Rituals," "Symbols," "Images," "Imagination," "The Image's Body and Truth," and "Attending to the Sacred"; (3) "Interlude: A Dinner Party and Twyla Tharp"; (4) "Meditation Three: Listening to Ancient Voices" with sections on "Listening Like the Seventh Dragon," "The Voice of Sisyphus: God of Everydayness," and "The Voice of Inanna: Goddess of Celebration"; (5) "Meditation Four: Hearing Gaia's Drum" with sections on "Goddess of Place," "Gaia's Children," "Gaia's Human Communities: Family, Marriage, Sex, Love," "The Old Modern Age and the USA," and "An Invitation to the Future"; and (6) "Other Playing Fields: An Annotated Bibliography." (EH)

ED 415 163 SO 028 233

Rhyne, Janie
The Gestalt Art Experience: Patterns That Connect. Revised Edition.
PUB DATE- 96
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Activities; Art Education; Art Products; *Art Therapy; Creative Expression; Educational Therapy; *Gestalt Therapy; Higher Education; Individual Psychology; Mental Health; Psychotherapy; *Self Actualization; Self Concept Measures; Self Congruence; Self Expression; Visual Arts

This guide describes how to use art media to explore and discover unique personal qualities. Structures and techniques, which can be used in therapy with individuals or growth-oriented groups, are suggested. The book is organized into 10 chapters and 4 parts. Part 1 outlines the theoretical basis for gestalt art experiences. Part 2 discusses the role of art experience in enabling people to create visual imagery that expresses repressed memories, perceptions, and insight into lived experiences. These expressions then become referents that can facilitate communication between one's inner and outer

ED 415 186 SP 037 692

Teacher Supply and Demand in Kansas Public Schools. Thirteenth Annual Survey.
PUB DATE- 92
NOTE- 62p.; For other annual surveys, see SP 037 690-697.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Elementary Secondary Education; *Employment Opportunities; *Employment Patterns; *Public School Teachers; *Public Schools; School District Size; Special Education Teachers; State Surveys; Tables (Data); *Teacher Shortage; *Teacher Supply and Demand; Teaching (Occupation)
IDENTIFIERS- *Kansas

This 13th annual survey examined teacher and school administrator supply, employment opportunities, and differences by region and school district size. Questionnaires were sent to the Kansas Unified School District superintendents; nonrespondents were surveyed by telephone. Usable results came from all 304 school districts. For special educators, data were sought about vacancies not included in any special education cooperative; data about special education cooperative vacancies came from the Kansas Department of Education special education vacancy report. The results were organized to show numbers of vacancies and perceived teacher supply by geographic region and school district size. The study found: a surplus of elementary classroom and physical education teachers, a slight shortage to adequate supply of secondary teachers, an adequate supply to slight surplus of administrators, and a shortage of special educators; similar elementary employment opportunities throughout regions and by district size; similar secondary and administrative opportunities by region but differing by district size; and similar special education opportunities in all regions. Seven appendixes include data on students completing preparation for teacher certification at different types of institutions, a map of Kansas geographic regions, a sample pre-survey letter, and a sample questionnaire. (Contains 3 charts and 7 tables). (SM)

ED 415 187 SP 037 693

Teacher Supply and Demand in Kansas Public Schools. Fourteenth Annual Survey.
PUB DATE- 93
NOTE- 63p.; For other annual surveys, see SP 037 690-697.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Elementary Secondary Education; *Employment Opportunities; *Employment Patterns; *Public School Teachers; *Public Schools; School District Size; Special Education Teachers; State Surveys; Tables (Data); *Teacher Shortage; *Teacher Supply and Demand; Teaching (Occupation)
IDENTIFIERS- *Kansas

This 14th annual survey examined teacher and school administrator supply, employment opportunities, and differences by region and school district size. Questionnaires were sent to the Kansas Unified School District superintendents; nonrespondents were surveyed by telephone. Usable results came from all 304 school districts. For special educators, data were sought about

ED 415 205 SP 037 714

Lin, Huey-Ling; Gorrell, Jeffrey
Pre-Service Teachers' Efficacy Beliefs in Taiwan.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Influences; Early Childhood Education; Elementary School Teachers; Foreign Countries; Higher Education; Preschool Teachers; Preservice Teacher Education; *Self Efficacy; *Student Teacher Attitudes; Student Teachers; *Teacher Effectiveness
IDENTIFIERS- Preservice Teachers; *Taiwan; *Teacher Efficacy Study

This study compared the efficacy beliefs of Taiwanese preservice teachers at the beginning of early childhood teacher preparation with those of preservice teachers near the end of preservice preparation. The 298 predominantly female participants were from 4 teacher colleges and a polytechnic institute. Participants completed a slightly revised version of the Teacher Efficacy Scale (Gibson and Dembo, 1984) that emphasized early childhood education. The scale had them rate attitudes regarding: student background, difficult students, teacher's extra effort, home environment, guidance at school, adjusting to students' levels, better ways of teaching, cultural diversity, more effective teaching methods, parent support, knowledge of intervention, ability to positively negotiate differences, knowledge of strategies to handle misbehavior, positive school experiences overcoming outside school experiences, providing appropriate learning alternatives, inability to reach children, and ability to teach effectively. Data analysis found no substantive difference in mean scores for each item between the two groups, indicating no distinct difference regarding sense of efficacy. However, results suggested that the two groups may have some conceptual differences. The results indicate that preservice teachers' efficacy beliefs are partially constructed during teacher preparation and may be constructed and integrated with social and cultural perspectives. (Contains 4 tables and 25 references). (SM)

ED 415 206 SP 037 715

Ingersoll, Richard M.
National Assessments of Teacher Quality. Working Paper Series, Working Paper No. 96-24.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Quality; Elementary School Teachers; Elementary Secondary Education; *Evaluation Methods; Knowledge Base for Teaching; *National Surveys; Peer Evaluation; Secondary School Teachers; Self Evaluation (Individuals); *Social Influences; Sociology; Teacher Competencies; *Teacher Effectiveness; *Teacher Evaluation

ED 415 223 SP 037 734

Kogan, Barry S., Ed.
Common Schools, Uncommon Futures: A Working Consensus for School Renewal.
PUB DATE- 97
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Standards; *Access to Education; Child Development; Classroom Techniques; Democratic Values; *Educational Change; Educational Environment; *Educational Finance; Elementary Secondary Education; *Equal Education; Ethics; Existentialism; Faculty Development; Foreign Countries; Knowledge Base for Teaching; Partnerships in Education; Politics of Education; *Public Education; School Business Relationship; School Funds; Social Responsibility; Teacher Student Relationship
IDENTIFIERS- New American Schools

This book examines the agenda of pubic education, offering formal presentations from a 1994 symposium on educational finance and a 1994 conference on rethinking public education. There are 12 chapters: (1) "School Reform: The Riddle of Change and Stability" (Larry Cuban); (2) "What Are We Learning about Learning in Schools?" (Jerome Bruner); (3) "Learning, Teaching, and Existential Meaning" (Nel Noddings); (4) "Habits of Mind: Democratic Values and the Creation of Effective Learning Communities" (Deborah Meier); (5) "Mobilizing Schools and Communities to Develop Ethics and Social Responsibility" (Edward T. Joyner); (6) "Professional Development: Learning from Experience" (Lee S. Shulman); (7) "Preparing Teachers for Twenty-First-Century Schools: Teacher Learning in Global Perspective" (Albert Shanker); (8) "Bringing Success to Scale in Public Education: Strategy, Designs, and New American Schools" (John L. Anderson); (9) "Building Bridges: How to Make Business-Education Partnerships Work" (Robert L. Wehling); (10) "Equity and Liberty in Education Funding" (Kern Alexander); (11) "Equity, Adequacy, and Variable Spending in Public Education" (Richard A. Rossmiller); and (12) "An American Primer: A Guide to Democratic School Reform" (Joseph Featherstone). (SM)

ED 415 224 SP 037 740

Supon, Viola; Williams, Bonnie; Clarke, Robert; Craven, Marie
The Behavioral Support Project: Skillstreaming through Collaboration.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 97
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attention Deficit Disorders; *Behavior Disorders; *Behavior Modification; Disabilities; Early Intervention; Elementary Education; Elementary School Students; Higher Education; *Inclusive Schools; Interdisciplinary Approach; Mainstreaming; Preschool Children; Preschool Education; Preservice Teacher Education; *Student Behavior; Teacher Collaboration; Teamwork
IDENTIFIERS- Preservice Teachers

ED 415 241 TM 027 885

Tymms, Peter
The Value Added National Project. Technical Report: Primary 4. Value-Added Key Stage 1 to Key Stage 2.
SPONS. AGENCY- School Curriculum and Assessment Authority, Hayes (England).
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Elementary Education; *Elementary School Curriculum; Evaluation Methods; *Evaluation Utilization; Foreign Countries; Least Squares Statistics; *National Programs; Scores; Sex Differences; Tables (Data); Test Results
IDENTIFIERS- England; *Value Added

This is the fourth in a series of technical reports that have dealt with issues surrounding the possibility of national value-added systems for primary schools in England. The main focus has been on the relative progress made by students between the ends of Key Stage 1 (KS1) and Key Stage 2 (KS2). The analysis has indicated that the strength of correlations between KS1 and KS2 assessment results confirms that KS1 results can provide a satisfactory basis for value-added calculations. Only cohorts of 30 or more students could provide reliable value-added figures, and this figure applies to students whose results can be matched between the ends of the two Key Stages. Many variables other than KS1 results have been found to be statistically significantly related to value-added scores, but all, which are in a sense included in the KS1 measures, add only a small amount to value-added calculations at the pupil level. In a national system these variables could become more important when the composition of a school included a high proportion of students belonging to one group. Several datasets showed evidence of gender effects varying across schools, but it was not possible to identify particular schools as being associated with a differential effect in any statistically secure fashion. It is also noted that the stability of the value-added scores over 2 years was so low that it raises serious questions about the fairness of national value-added scores being made available publicly for the KS1 to KS2 period. Ordinary least squares procedures were found to have an important role in value-added systems. (Contains 9 figures and 29 tables.) (SLD)

ED 415 242 TM 027 893

Huang, Denise; O'Neil, Harold F., Jr.
The Role of Parental Expectation, Effort, and Self-Efficacy in the Achievement of High and Low Track High School Students in Taiwan.
PUB DATE- 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Beliefs; Chinese; *Expectation; Foreign

ED 415 261 TM 027 951

Jarvis, Kathryn
Leveling the Playing Field: A Comparison of Scores of College Students with and without Learning Disabilities on Classroom Tests.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; *College Students; Comparative Analysis; Higher Education; *Learning Disabilities; Multiple Choice Tests; *Test Results; Testing Problems; *Timed Tests

A study was conducted to determine if providing additional time to complete classroom tests increases the test scores of college students with learning disabilities. Whether the accommodation allows the extra time necessary for students with learning disabilities to process the information, leveling the playing field, or whether it creates a comparative disadvantage for students without learning disabilities was explored with 32 students with learning disabilities and 89 without, all enrolled in 6 classes at a private college in Florida. Four nonstandardized multiple choice tests were administered to all participants over a semester. The first two tests were given without any accommodation, while the third and fourth tests were given with additional time for all students. Providing extended time on the test benefited all students, but this accommodation specifically contributed to an increase in scores for learning disabled students, to the extent that their scores increased to the level of nondisabled students who were tested routinely. This accommodation did level the playing field for the learning disabled. Issues for further research include those of self- selection of accommodation by students, kind of learning disability, and type of test. (Contains 5 tables and 24 references.) (SLD)

ED 415 262 TM 027 952

Bauer, Scott C.; Bogotch, Ira E.
An Analysis of the Relationships between Site Council Resources, Council Practices, and Outcomes.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (26th, Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; Factor Analysis; *Participative Decision Making; Path Analysis; *Resource Allocation; *Satisfaction; *School Based Management; School Restructuring; Urban Schools
IDENTIFIERS- Stakeholders

Path analysis was used to test the relationships between the resources provided to site councils in site-based management (such as administrative support for site-based management), council communication and decision making practices, and perceived outcomes in terms of effectiveness and stakeholder satisfaction. Data were collected form 12 schools in a Midwestern city that had implemented site-based management. A survey of council members, including staff, parents, and

ED 415 280 TM 028 015

House, J. Daniel; Gupta, Suman; Xiao, Beiling
Gender Differences in Prediction of Grade Performance from Graduate Record Examination Scores.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the Illinois Association for Institutional Research (Chicago, IL, November 6-7, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Entrance Examinations; Grades (Scholastic); *Graduate Students; Graduate Study; Higher Education; Performance Factors; *Prediction; Scores; *Sex Differences; Test Validity
IDENTIFIERS- *Graduate Record Examinations

One focus of educational measurement has been the examination of the relationship between students' entering academic characteristics and their subsequent achievement outcomes. In the case of admissions tests, an important consideration is that test scores predict later achievement similarly for all groups of students who take the test. The purposes of this study were to: (1) assess the validity of the Graduate Record Examination (GRE) for predicting students' grade performance; and (2) investigate gender bias in the prediction of student performance from GRE scores. A sample of 6,015 graduate students in 8 academic disciplines was examined. GRE scores were found to be significant predictors of subsequent grade performance for students in several academic disciplines. In addition, the findings from this study indicate that, in some instances, admissions test scores may not predict later achievement similarly for male and female students. (Contains 3 tables and 36 references.) (Author/SLD)

ED 415 281 TM 028 016

Cantrell, Catherine E.
Item Response Theory: Understanding the One-Parameter Rasch Mcdel.
PUB DATE- 97
NOTE- 42p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Difficulty Level; *Estimation (Mathematics); *Item Response Theory; *Mathematical Models; Prediction; Sampling; Tables (Data)
IDENTIFIERS- Item Characteristic Function; Item Discrimination (Tests); *One Parameter Model; *Rasch Model

This paper discusses the limitations of Classical Test Theory, the purpose of Item Response Theory/Latent Trait Measurement models, and the step-by-step calculations in the Rasch measurement model. The paper explains how Item Response Theory (IRT) transforms person abilities and item difficulties into the same metric for test-independent and sample-independent comparisons. IRT is based on two postulates. First, the performance of an examinee on a test item can be predicted by a set of factors called traits. Second, the relationship between

ED 415 298 UD 032 076

Wattenberg, Esther, Ed.; Pearson, Yvonne, Ed.
Rethinking Child Welfare: Can the System Be Transformed through Community Partnerships? A Summary of Proceedings of the Symposium (Minneapolis, MN, June 3, 1997).
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accountability; *Agency Cooperation; *Child Welfare; Children; *Community Involvement; Cooperative Planning; *Program Evaluation; Welfare Recipients; *Welfare Services
IDENTIFIERS- Reform Efforts; Welfare Reform

Presentations at this conference dealt with the transformation of the child welfare system through community partnerships, and the presenters explore various aspects of forming partnerships among public agencies and community organizations. There are some excellent examples of such partnerships, but evaluation findings on "best practice" models are now required. The premise that the concepts in community partnerships will transform child welfare into a responsive and responsible system awaits reliable data. The following papers are included: (1) "Opportunities and Challenges in Forming Community Partnerships To Protect Children" (Patricia Schene); (2) "Commentary: Federal Initiatives" (Cecilia Sudia); (3) "Response: Crafting a Community Partnership" (Tony Wagner, Steven Oates, and Brian Guidera); (4) "Community Partnerships in Child Welfare: Challenges in Sharing Authority and Accountability" (Charles Lindsey Usher); (5) "A Perspective from Families" (Anne Hill); (6) "A Thriving Partnership: CLUES (Chicanos Latinos Unidos En Servicio) and Ramsey County Human Services" (Jesse Bethke and Jenny Gordon); and (6) "Concluding Remarks" (Esther Wattenberg).

ED 415 299 UD 032 077

Bonilla-Santiago, Gloria
The Past Informs the Future. A Historical Perspective 1975-1997.
SPONS. AGENCY- New Jersey State Dept. of Community Affairs, Trenton. Center for Hispanic Policy, Research, and Development.
PUB DATE- 97
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Programs; *Hispanic Americans; Policy Formation; Program Effectiveness; Program Evaluation; *Public Policy; *Research and Development; Surveys
IDENTIFIERS- *New Jersey

The Center for Hispanic Policy, Research, and Development (New Jersey), formerly known as the Office of Hispanic Affairs, is celebrating its 20th anniversary. After two decades of service to the Hispanic community of New Jersey, it is appropriate to consider the historical evolution of the Center. This retrospective analysis documents and recognizes the Center's accomplishments and aims to guide the Center's future by analyzing its past. This report documents the evolution of the Center from its inception in 1975 through its current operations and projected challenges. Data were collected through a survey sent to 135 center personnel and Hispanic community leaders, 5 focus groups considering the Center's nine. The school district plans to reduce dropouts by having in place an alternative classroom for high-risk high school students, who will sign contracts specifying their individual graduation plans and behavioral requirements. Programs that are presently in place, and that will be continued if funds are available are: (1) Advantage Academies, alternative classes at the middle school and the high school that incorporate telecommunications, service learning, and arts in education; (2) the Student Alternative Center, an informal center at which the at-risk high school student can learn in a nonthreatening environment; (3) Peer-Leadership Retreats at which sessions on drug and alcohol resistance, leadership training, and group interaction provide opportunities for at-risk students; (4) after school enrichment for elementary school students 4 days a week; and (5) a summer school program for elementary school students. Evaluation of all these programs will be based on student performance and the reduction in risk factors. (SLD)

ED 415 318 UD 032 100

Hawkins, Darnell F.
Ethnicity, Race, Class, and Adolescent Violence. Center Paper 006.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 96
NOTE- 77p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Aggression; American Indians; Black Students; *Ethnicity; Etiology; Hispanic Americans; Minority Groups; *Racial Differences; *Social Class; Socioeconomic Status; Urban Problems; *Urban Youth; *Violence
IDENTIFIERS- African Americans; Native Americans

This document critically reviews the empirical evidence and theories that have emerged to document and explain ethnic, racial, and class differences in the rate of adolescent involvement in interpersonal violence. In the first section, recent data are presented on the incidence of violence among adolescents in the United States as documented in official reports. Of interest is the comparative rate of violence among youths as opposed to other population age groups. Data are also assembled to describe the ethnic and racial characteristics of adolescent victims and offenders. The second section explores some problems of conceptualization and measurement that must be considered when interpreting findings of ethnic, racial, or social class differences in rates of crime or violence. With the current trend toward viewing violence as a public health problem, the prevention of youth aggression has become a major objective of state and local public officials and federal agencies. Consequently, the third section assesses the relevance of documented group differences for devising policies and programs to reduce the incidence of violence. In recent years there has been a widespread public perception that children and adolescents are more likely to be involved in violence than were their counterparts in the past. Data suggest that the growth in rates of youth violence has not been as explosive as the media have suggested, but that adolescence is indeed a period of heightened risk for involvement both as victims and perpetrators in homicide, assault, robbery, and other forms of nonlethal violence. Data also suggest that higher rates of victimization and offending are found for homicide for African and Hispanic adolescents, but data about nonlethal violence is less clear. For the least serious forms of nonlethal violence, ethnic and racial disparities may not confidence with the constantly emerging technologies that are entering the classroom. Teachers may not be able to control what technologies are put before them, but they can control how, and if, they are used. This book offers practical solutions for turning the computer into a valuable teaching tool both inside and outside the classroom. It shows how teachers can use a single computer to help ease their administrative burdens, enliven classroom presentations, spark discussions, and foster cooperative learning and critical thinking. The fourth edition of the book includes a new chapter on the Internet, in addition to its how-to guidance for computer use in the classroom, new product highlights, and description of using CD-ROM, videodisc, multimedia, and other technologies in the classroom. Appendices include step-by-step instructions for getting started with some basic software tools and classroom applications as well as general information: creating a spreadsheet gradebook; using ClarisWorks Mail Merge and Slide Show; video output devices; connecting a Mac or PC to a television; list of education and technology organizations; list of education and technology publications; list of 59 education-centered listserv discussion groups; glossary of Internet terms; and a 27-item reading list. (SWC)

ED 414 874 IR 018 642

The Survey of Distance Learning Programs in Higher Education.
PUB DATE- 97
NOTE- 132p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compensation (Remuneration); Computer Mediated Communication; *Distance Education; *Educational Administration; *Educational Finance; Educational Planning; Foreign Countries; *Higher Education; Instructional Innovation; Tables (Data)
IDENTIFIERS- Canada; United States

Based on survey data from college and university distance learning programs in the United States and Canada, this report gives higher education administrators hard data to make decisions on the financing, scope, and development of distance learning efforts. It also profiles some of the leading practitioners such as Johns Hopkins, California State University, the University of Maryland, and many others, including for-profit distance education private sector programs and services to higher education. The report presents findings on: costs of distance learning programs; faculty compensation and organization; student demographics; technology; course development; and administrative organization and office politics. The report is divided into 11 chapters: Introductory Materials; Administrative Structure of Distance Education Programs; Expansion Plans for Distance Education Programs; Full Degree Programs Through Distance Education; Courses and Enrollment; Marketing and Selling Distance Education; Profitability and Revenues in Distance Education; Teachers and Students in Distance Education; Technologies and Techniques; Services Offered by Distance Education Programs; and Cost Breakdown. Contains 182 data tables interspersed throughout the chapters. Appendices include the distance education questionnaire, and a list of other reports of interest from Primary Research Group, Inc. (SWC)

ED 414 875 IR 018 643

thirds of public radio's music programming was locally produced, while stations relied on national distributors for most of their news and information and entertainment programming. Classical music averages were highest in the eastern time zone. Jazz had the highest averages on the coasts and in areas with populations greater than one million. Urban areas had the highest averages of news and information. Stations with the largest budgets broadcast the most news and information, and had higher averages of classical music. The nationally syndicated programs with the highest percentage of stations carrying them were "All Things Considered" (70%) and "Morning Edition" (69%). (SWC)

ED 414 893 IR 018 668

Elementary and Secondary Educational Services of Public Television Grantees: Highlights from the 1997 Station Activities Survey. CPB Research Notes, No. 104.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Broadcast Industry; Distance Education; *Educational Media; *Educational Television; *Elementary Secondary Education; High School Equivalency Programs; *Programming (Broadcast); *Public Television; Scheduling; Television Research; Television Viewing
IDENTIFIERS- Corporation for Public Broadcasting

This report provides a summary of K-12 educational services offered by Corporation for Public Broadcasting-supported television stations from CPB's annual Station Activities Survey. Stations are broken into cohorts by license type and budget size. The 1997 Station Activities Survey asked public television stations whether they provided instructional programming to elementary or secondary schools or other educational institutions during the 1995-96 academic year, and if so, what means were used to deliver the programs to schools. A total of 81% (144) of all stations provided programming to elementary schools, and nearly as many (79%) provided programming to secondary schools. The most popular means of delivery was the full-power broadcast channel. Public television stations reported providing instructional programming to a median of 39 school districts, 289 school buildings, and 6,000 teachers. The most popular services provided to schools were advance schedules of general audience and instructional programming, and previews of instructional programs. About half of all large stations and institutional licensees offered interactive distance education. Over half of all stations (52%) offered a General Equivalency Degree (GED) program. Stations reported a median of 200 GED enrollees, with enrollment at all stations totaling 50,861. The level of service to education by public television stations of all types is high. While large stations tend to offer more instructional services than smaller ones, very few stations provide no instructional services or programming. Five charts illustrate station information by license type and budget size: grantees offering instructional programming to schools; number of school districts, buildings, and teachers utilizing programming; grantees providing services to schools; grantees offering instructional programming to schools; and grantees offering GED programs. (SWC)

ED 414 894 IR 018 669

cooperative activities, specialized services, and expert staff. It also addresses funding and leadership that will be required to maintain complex library operations. The Missouri State Library gathered information from the library community and general public through public forums, "Talk Sessions," surveys, and meetings with association and organization members. This report is organized around a travel theme, with maps and routes of goals to work toward. The report includes the following sections: Visioning for the State of Library Services in Five Years; Charting the Course for Information Access; Charting the Improvement of Current Library Services; Charting the Path Toward Cooperation between Libraries and Their Partners; Charting the Direction for Library Training; Leadership as Momentum Toward the Future; Funding to Accelerate Missouri's Library Future; and Evaluating the Plan. A profile of Missouri's demographics and its public, academic, school, and other types of libraries is appended. (Contains 28 references.) (SWC)

ED 414 911　　　　IR 056 769

Hines, Maria
Charting Missouri's Library Future: A Report to the People of Missouri.
SPONS. AGENCY- Missouri Coordinating Board for Higher Education, Jefferson City.; Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Change; *Community Attitudes; Futures (of Society); *Libraries; Library Administration; Library Cooperation; *Library Development; Library Funding; Library Instruction; Library Networks; Library Personnel; *Library Planning; *Library Role; Library Services; Library Surveys; Local Issues; Shared Library Resources; Users (Information)
IDENTIFIERS- Access to Technology; Library Operations; *Missouri; Public Discourse

The primary areas of concern challenging Missouri's libraries as they move from the 20th to 21st century can be divided into three major themes and two sub-themes: current library services and operations; technology and information access; and leadership and funding; and training; and operation. Librarians and library clients are concerned about the difficulties of transition for libraries: how to maintain library services traditionally and locally identified and expected--specific types of programming, books, and buildings--while addressing the evolving library world with the strong technology base of shared information or offsite document resources. This report presents the findings of a series of public forums conducted in the winter and spring of 1996 to explore the changes affecting libraries throughout the state. The purpose of the meetings was to determine how citizens and the library community view libraries, what they expect from their libraries in the future, and the desired funding decisions and allocations for available local, state, and federal funds. Federal library legislation and state implementation are discussed. Appendices include: description of methodology; overview of the Missouri Association of School Librarians (MASL) and Wolfner Forums; preliminary findings summary statement; summary of key findings; vote count results by question; and 1996 forum supplant publishers? Will this mean that the universities will lose control of the quality of what their students read? Will the ability to do more research in one's dorm room mean that students will not talk to one another at all, that they will talk to people somewhere else in the world, or that they will talk to their roommates more than ever, perhaps about how to use the computer system? Digital information threatens our ideas of locality: will the association of students with a particular university, let alone university library, survive the Web? Might online references and online multimedia lectures produce the 'virtual university of the United States' and if so would that be desirable? Universities serve a variety of social functions which the Web can augment or diminish, depending on people's actions. The Web also may threaten ideas of quality in scholarship. This paper addresses potential consequences of the change to digital information, and suggests that universities can cope by being more proactive in their use of the Web for reward and communication. (Author)

ED 414 930 IR 056 788

Mandel, Carol A.; Summerfield, Mary C.; Kantor, Paul
Online Books at Columbia: Measurement and Early Results on Use, Satisfaction, and Effect.
PUB DATE- 97
NOTE- 121p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997); see IR 056 774.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Information; Books; Case Studies; Electronic Libraries; *Electronic Publishing; Evaluation Methods; Higher Education; Information Sources; Information Technology; Library Materials; *Online Systems; Publishing Industry; Reading Materials; Tables (Data); User Needs (Information)
IDENTIFIERS- Access to Computers; Columbia University NY; Electronic Resources

The Online Books Evaluation Project at Columbia University (New York) explores the potential for online books to become significant resources in academic libraries. The Project confronts and explores a set of feasibility issues, including publishers' ability to provide books of various types and vintages in forms conducive to conversion to online formats and the ability to convert them to online books that will serve users' needs and preferences. This paper focuses on the first of the Project's elements, user response, and reports on: (1) the conceptual framework of the Project; (2) background information on the status of the collection and other relevant Project elements, particularly design considerations; (3) methodology for measuring adoption of online books by the Columbia community; (4) current findings on relevant environmental factors, including access to online resources; (5) current findings on use of online books and other online resources; and (6) current findings on attitudes toward online books. This paper also reflects the experiences of the Project as a case study, specifically, the problems encountered evaluating online resources and problems encountered in producing online books. Fifty-nine tables present statistics. (Contains 47 references.) (AEF)

One of the most significant decisions in a library administrator's career is the decision to automate one or more of a library's operations. This book describes the present state of local library automation; the planning, selection, and implementation process; and the library administrator's role in the process. The bulk of the text provides a foundation for the basic understanding of hardware, system architectures, software, standards, and data communication, which is essential for an administrator to make intelligent automation decisions. The book also emphasizes the context in which technical decisions must be made, and describes all steps in the process of making and carrying out the decisions. The book contains the following chapters: (1) Library Automation Today; (2) Hardware Basics; (3) System Architectures; (4) System Software; (5) Applications Software and Programming Languages; (6) System Functionality; (7) Content and Interfacing Standards; (8) CD-ROM, Internet, and Other Related Technologies; (9) Cabling and LANs; (10) Connecting Remote Sites; (11) Planning, Procuring, and Implementing Systems; and (12) The Costs of Automation. A glossary and index are provided. Words found in the glossary are highlighted throughout the text. (Contains 153 references.) (SWC)

ED 414 948   IR 056 806

Still, Julie M., Ed.
The Library Web: Case Studies in Web Site Creation and Implementation.
PUB DATE- 97
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Computer Interfaces; Computer Mediated Communication; Design; Design Requirements; *Electronic Libraries; Higher Education; Librarians; *Libraries; Library Administration; *Library Development; Library Instruction; Library Services; *Online Systems; Programming; Publications; *World Wide Web
IDENTIFIERS- *Home Pages; Personal Experiences; *Web Sites

This book presents 19 case studies in library web site creation and implementation. The book begins with an introduction--"Introduction: Step into My Parlor" (Julie M. Still)--and is divided into three sections. The first section, Academic Library Web Sites, contains six case studies: "U-SEARCH: The University of Saskatchewan Library Web" (David Fox); "The Web Pages of Captain John Smith Library" (Amy W. Boykin); "The World Wide Web at University College London Library" (Judith Edwards); "A Web Page from Scratch: One Librarian's Experience" (David King); "Creating a World Wide Web Site for Lane Medical Library, Stanford University" (Jane Goh and Marilyn Tinsley); and "The Western Illinois University Library World Wide Web Home Page" (Tina Evans Greenwood). The second section, Special and Public Library Web Sites, contains the following seven articles: "Goddard Library's Web Page" (Robin M. Dixon); "The Air University Library Web Site" (Linda K. Colding); "The Information Navigation System" (Robert F. Skinder); "Spinning a Corporate Site: Faxon's Adventures on the World Wide Web" (Jodi L. Israel); "Development of Practice Area Oriented Internet Resources" (Margareta S. Knauff); "The Ocean City Free Public contains an executive summary and a discussion of the report's institutional impact. Part II includes common indicators of student learning outcomes, which consist of general education, student persistence, graduation rates, transfer to senior institutions, academic performance after transfer, licensure and certification examination results, graduate employment, graduate survey findings, and student evaluation of teaching. The report then discusses the institutional indicators of developmental education and course pass rates, concluding that though PGCC graduates recognize the value of their education, student persistence is quite low and transfer rates are declining. Course pass rates are high, yet the majority of students are deficient in at least one skill area. However, licensure rates and graduate employment remain high, as does the level of student satisfaction with the school and its teachers. Report findings have resulted in the appointment of a college-wide retention committee. (YKH)

ED 414 967 JC 980 039

Boughan, Karl
Tracking Student Progress at PGCC Student Racial Background and Cohort 1990 Four-Year Academic Outcomes. Enrollment Analysis.
PUB DATE- 96
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *Black Students; Cohort Analysis; *College Outcomes Assessment; Community Colleges; Comparative Analysis; *Ethnic Groups; Longitudinal Studies; *Predictor Variables; School Holding Power; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- Prince Georges Community College MD

As part of a series of studies on the long-term academic outcomes of fall 1990 first-time freshmen, Maryland's Prince George's Community College (PGCC) undertook an analysis of the cohort to determine the role of race or ethnicity as a predictor of academic achievement after four years. Academic achievers were defined as those students who had received an associate degree or other award, transferred to a senior institution, or were sophomores in good standing. The analysis, based on outcomes of 2,643 first-time freshmen, revealed the following: (1) white cohort members were two and a half times more likely to reach achiever status after four years than non-white members; (2) while racial background was the most powerful single predictor of achievement of all social and educational background variables, it counted for only seven percent of the total variance of achiever classification; (3) student gender, age, marital status, immediate or delayed entry after high school were found to be low level predictors of achievement; and (4) racial background as a predictor of success was almost entirely a function of how different racial groups functioned academically, with white students concentrated in processes that enhanced success, and black students concentrated in opposite processes. Data tables are included. (BCY)

ED 414 968 JC 980 040

Clagett, Craig A.
Term-to-Term Retention. Prince George's Community College Office of Institutional Research and Analysis. Enrollment Analysis.
PUB DATE- 97

college retention strategies, determine PGCC's strengths and weaknesses in the area of retention, and develop a list of retention goals and an implementation schedule for the college. After reviewing findings from previous retention committees, related literature, and current PGCC retention data and programs, the committee developed the following strategies: (1) expand and improve support for mathematics instruction; (2) establish, monitor, and evaluate retention activities and objectives for PGCC's Educational Development department; (3) establish, monitor, and evaluate degree-credit division and department retention objectives and activities; (4) expand and improve early intervention programs; (5) improve student orientation programs; (6) pilot test a Freshman Academy for students with multiple skill deficiencies, no family history of college attendance, and unfocused goals; (7) increase faculty involvement in student support services; (8) provide tuition assistance to high-achieving PGCC students; (9) improve and expand mentoring efforts to include peer counseling activities; and (10) hire a learning specialist to develop workshops and protocols to help faculty identify and assist students with learning problems and disabilities. A Student Retention Action Plan is attached showing target groups, responsible individuals, implementation dates, steps, objectives, evaluation methods, and costs for each strategy. (BCY)

ED 414 987 JC 980 062

La, Minh; Beachler, Judith
A Guide to Fast and Simple Web Site Development. Using Microsoft FrontPage.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; *Computer Networks; *Computer Software; Computer Uses in Education; *Design Requirements; Educational Technology; *Electronic Publishing; Guides; *Information Dissemination; Two Year Colleges; *World Wide Web
IDENTIFIERS- HTML; *Microsoft Frontpage; *Web Sites

Designed by California's Los Rios Community College District for use in instructional workshops, this guide is intended to help institutional researchers create World Wide Web sites using Microsoft Frontpage (MF) software. The first part of the guide presents practical suggestions for working with the software to create a site, covering the following topics: converting MS Office documents to hypertext markup language (HTML); understanding the role of MF in site development; creating a new or opening an existing MF Web page; editing and previewing pages; creating links between and within pages; inserting, formatting, and linking graphic images on pages; creating, modifying, and enhancing tables; verifying links; using the MF help function; and publishing the Web site, or loading it onto the Web server. The second part of the guide provides information related to managing a Web site, discussing issues related to: the amount of time needed to build and maintain a site; how to promote a site; sample policies for publishing on the Web; online resources for site development and a list of books on MF; instructions for installing MF; and hardware and software requirements and costs for managing a site or managing an entire server. A glossary of terms is attached. (BCY)

Student Interests; Teaching Methods
IDENTIFIERS- Collaborative Learning; *Problem Based Learning; Problem Centered Curriculum; *Problem Oriented Instruction

Problem-based learning (PBL) is a teaching technique that educates by presenting students with a situation that leads to a problem for them to solve. Rather than finding a single correct answer, students interpret the question, gather additional information, create possible solutions, evaluate options, and present conclusions. This book shows classroom instructors how to challenge students by providing them with a structured opportunity to share information, prove their knowledge, and engage in independent learning. Chapter 1 defines PBL, discussing its origins and its place in the school improvement movement. Chapter 2 offers reasons for using PBL in the classroom, including more active student engagement in learning, promotion of an interdisciplinary approach, and greater student choice. Chapter 3 discusses the teacher's role in PBL as curriculum designer, guide, and evaluator. Chapter 4 describes how to develop a problem for study, and chapter 5 describes the PBL process. Chapter 6 discusses evaluating PBL in the classroom. Chapters 7-11 offer specific examples of problem-based learning in the classroom. The examples include: 11th and 12th grade chemistry; 3rd grade social studies; 7th grade mathematics; 9th grade biology; and an interdisciplinary 5th grade PBL-based curriculum. Chapter 12 offers suggestions for creating an environment that encourages problem-based learning and concludes by outlining the essential elements of problem-based learning. (TJQ)

ED 415 005 PS 026 042

Brady, Anne; Coffman, Julia
Preparing the Next Generation: Recommendations for Meeting the Accountability Demands on Family Support and Parenting Programs.
PUB DATE- 97
NOTE- 40p.; Paper presented at the Annual Training Conference of the National Head Start Association (24th, Boston, MA, May 25-31, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *At Risk Persons; Cultural Influences; Early Childhood Education; *Early Intervention; Family Financial Resources; Family Needs; *Family Programs; *Parent Child Relationship; *Parenting Skills; Parents; Program Effectiveness
IDENTIFIERS- *Family Resource and Support Programs; *Family Support

Family support and parenting programs exist for parents who need help in acquiring the support, resources, and skills that encourage positive child development. Noting increasing demands for program accountability, this paper identifies 12 recommendations for the future of family support and parenting programs, based on the field's history of experience, that can be used as the basis for future decisions about programs to improve parenting support or support of good parenting practices. The recommendations are: (1) develop services that focus on parent-child interactions; (2) tailor services to meet the needs of unique regional, cultural, and ethnic groups; (3) start intervention early, and acknowledge the potential need for a continuity of services; (4) have reasonable expectations about the time commitment required of families and providers;

University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Action Research; Algebra; Biology; *High School Students; High Schools; *Homework; Program Effectiveness; Student Attitudes; *Student Improvement; Student Motivation
IDENTIFIERS- Teacher Journals

This action research project examined the impact of organizational and motivational strategies to increase homework completion among high school students. Participating were high school algebra and biology students in a midwestern, suburban city. The problem of homework completion was evidenced by existing grade and homework reports and teacher and student surveys. The strategy used to encourage students to complete homework through enhancing their organizational skills was a teacher-issued standard homework assignment notebook that served as a visual reminder of the homework assignments and their value. An individual student-generated grade record was also incorporated into the intervention, thereby increasing students' responsibility for grade performance and knowledge. Procedures for failure to turn in homework, pink slips, were established with the students, reinforcing again their responsibility for their academic achievement. Data on the impact of the intervention were collected through weekly teacher journals, comparison of the homework completion rate of comparable classes the previous year, pre-intervention surveys for parents and teachers, and pre- and post-intervention surveys for students. Post-intervention data indicated an increase in the homework completion rate. A positive change in student attitude toward the importance of homework for academic success was evident in the post-intervention student surveys. There was also an increase in use of school time to complete homework assignments. (Ten appendices include data collection instruments and sample materials. Contains 26 references.) (Author/KB)

ED 415 023 PS 026 135

Lanham, Karyn; Baker, Debra
Improving Student Behaviors through the Use of Conflict Resolution in Fifth and Eighth Grades.
PUB DATE- 97
NOTE- 48p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Action Research; *Behavior Change; *Change Strategies; *Conflict Resolution; Cooperative Learning; Elementary Education; *Elementary School Students; Grade 5; Grade 8; Interpersonal Relationship; Problem Solving; Program Evaluation; *Student Behavior
IDENTIFIERS- Character Education

This action research project implemented and evaluated a 10-week conflict resolution program to improve the behavior of fifth- and eighth-grade students. Participating were eighth graders from a large suburban school district with a diverse socioeconomic background, and fifth graders from a growing suburban school district with a high mobility rate. The problems of inappropriate behaviors for resolving personal conflicts were documented through discipline referrals, teacher journal entries, teacher surveys, and student self-assessment.

Districts
IDENTIFIERS- *Elementary Secondary Education Act Title VIII; Federal Lands; Federal School District Relationship; *Impact Aid

Impact Aid is a federal formula grant program designed to assist local school districts that have lost property tax revenue due to the presence of tax-exempt federal property or that have experienced increased expenditures due to the enrollment of federally connected children. Federally connected children are those whose parents pay minimal or no property taxes and who reside on Indian lands, military bases, low-rent housing properties, or other federal properties, or those who have parents in the uniformed services or employed on eligible federal properties. This booklet provides information on the Impact Aid program. The introduction describes Impact Aid, summarizes the statute (now Title VIII of the Elementary and Secondary Education Act of 1965), and gives a history of appropriations. The chapter on Section 8003 presents the categories of federally connected children; calculations of basic support, learning opportunity threshold, hold-harmless, and children with disabilities payments; eligibility standards for prekindergarten children, children connected with low-rent housing, and children with disabilities; documentation requirements for employment on public lands; formulae for applicants in states that do not collect average daily attendance data; and current expenditures and exclusions. The chapter on Section 8003(f), which addresses additional assistance for heavily impacted school districts, describes the types of districts eligible and the calculation of maximum payments. The chapter on Section 8004, dealing with Indian lands, discusses eligibility requirements. The next two chapters contain sample forms and worksheets. The administrative review process is explained, and names and phone numbers for program staff are given. (TD)

ED 415 041 RC 021 233

Snyder, Lisa
Fetal Alcohol Syndrome Resource Guide.
PUB DATE- 92
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Alcohol Abuse; Alcohol Education; *Alcoholism; American Indian Education; *American Indians; Community Health Services; Drug Education; *Fetal Alcohol Syndrome; Health Programs; *Health Promotion; *Information Sources; Pregnancy; Prenatal Influences; *Prevention; School Community Programs; Tribes
IDENTIFIERS- *Indian Health Service

This resource guide provides information on programs, publications, organizations, and other resources related to prevention of fetal alcohol syndrome (FAS). The purpose of this guide is to assist health care providers to comply with Indian Health Service (IHS) FAS goals and objectives. It gives examples of community approaches to FAS prevention, depicts a map of 145 facilities nationwide, and reproduces a copy of an FDA Drug Bulletin with the Surgeon General's Advisory on Alcohol and Pregnancy. Maternal and child health area-consultants are listed for IHS headquarters and the 12 IHS service areas. Descriptions are provided for 31 organized FAS prevention programs, and 49 alcoholism treatment programs accepting pregnant women are listed. Contact information is

What? An Ecological Approach to Language Renewal" (Mark Fettes). Most papers contain references and author profiles. (SV)

ED 415 059 RC 021 329

Cantoni, Gina P.
Keeping Minority Languages Alive: The School's Responsibility.
PUB DATE- 97
NOTE- 10p.; In: Teaching Indigenous Languages; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *American Indian Education; *American Indian Languages; Bilingualism; Educational Responsibility; Elementary Secondary Education; *Language Attitudes; *Language Maintenance; Language Minorities; Language Usage; Misconceptions; Native Language Instruction; Negative Attitudes; School Community Relationship; *School Responsibility; *School Role
IDENTIFIERS- Language Shift

This paper discusses the need for systematic school-wide support of the use of indigenous languages among those who learn them at home and of approrpriate instruction in the same languages for those who do not. The school's role in keeping indigenous languages alive must go beyond native language instruction to encompass dissemination of information, attitudinal change, and sustained action. In the past, school practices and assimilationist policies contributed to the decline of home languages, while some Native families promoted English usage at home to ensure their children's academic success. A negative view of bilingualism persists among many educators and members of the public. Although bilingualism results in various cognitive advantages, these are seldom measured by standardized school tests. In addition to misconceptions about bilingualism, the maintenance of home languages suffers from the lower prestige and status of minority languages compared to English. To counter such negative attitudes, educators must show respect and appreciation for the cultures of their students' parents, avoid criticizing native language usage in school, and avoid transmitting perceptions that English is better than the local language. Educators should also try to learn the students' home language to convey a certain degree of interest and respect. Together, school personnel and community members can create opportunities for local language use in the school and community. Contains 17 references. (SV)

ED 415 060 RC 021 330

Trujillo, Octaviana V.
A Tribal Approach to Language and Literacy Development in a Trilingual Setting.
PUB DATE- 97
NOTE- 13p.; In: Teaching Indigenous Languages; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *American Indian History; *American Indian Languages; *Bilingual Education; Educational History; Elementary Secondary Education; Family

and preserving them. The show aims to raise the consciousness and appreciation of the general public for Indian languages; to share information by announcing classes, conferences, and grants and by demonstrating teaching methodologies and technologies; to create language materials for classrooms and archives; and to honor language preservationists, including teachers and students. A typical studio show is an interview between the producer and one or more guests. The guests may tell about their personal background, why their language is important to them, and dates and times of language classes. Often they sing a song or tell a story in their language (segments that can be used in classes). Sometimes shows are taped on location at a university, school, or community language class or in a guest's home. Periodically, the producer does a solo show on a linguistic topic. The program crew is about 60 percent Oklahoma Indian and includes both novices and experts in video production. The program has benefited the general public, persons interested in language preservation, teachers, students, and crew members. Appendices list the 32 Wordpath shows to date and 17 planned shows. (Author/SV)

ED 415 077 RC 021 347

Hathorn, Stacye
The Echota Cherokee Language: Current Use and Opinions about Revival.
PUB DATE- 97
NOTE- 12p.; In: Teaching Indigenous Language; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- American Indian Education; *Cherokee; Cherokee (Tribe); Elementary Secondary Education; Higher Education; *Language Attitudes; *Language Maintenance; Language Proficiency; *Native Language Instruction; Pretesting; Questionnaires; Surveys
IDENTIFIERS- *Echota Cherokee (Tribe); Language Shift

The Echota trace their roots to the Chickamauga Cherokee of North Alabama. Today the Echota number 22,000 with a tribal council that administers tribal lands, supports a dance team, publishes a newsletter, and supervises an Indian education program. One of the tribe's objectives is to revitalize the Cherokee language. Working with Auburn University (Alabama), the council seeks to establish a database on tribal language resources and attitudes. The ultimate goal is to offer instruction in the Cherokee language through the Alabama public school system. This paper discusses the survey design and implications of the data gathered by a pretest for the future of the Echota language project. Since survey returns are incomplete, findings are only from the pretest. The pretest was returned from 21 individuals chosen by clan chiefs. Ages of pretest participants ranged from 15 to 69; 62 percent were male. Results of the pretest indicate that the survey instrument adequately measures the status of Cherokee language use among tribal members, assesses the linguistic attitudinal climate, and estimates the extent of support and participation that the proposed project will receive. The pretest also indicates that there is some degree of Cherokee language knowledge within the Echota population, and that the Echota envision both social and personal rewards from the reacquisition of the Cherokee language. An appendix contains the survey questionnaire. (SAS) chapters: (1) Abundance and Existence; (2) Appearance; (3) Body Parts and Functions; (4) Size, Strength, and Speed; (5) Behavior; (6) Homes and Habitats; (7) Foods for Insects and Insects as Food; (8) Health and Safety; and (9) Insect Relatives. Each question is written as the child posed it and answered with a minimum of technical jargon and scientific terminology. At the end of each chapter are proposed projects and activities for children related to the chapter theme. This book can supplement existing curricula or be a periodic guide to special activities. Contains references for additional information. (Author/AIM)

ED 415 096 SE 061 004

Foster-Turley, Pat
Making Biodiversity Conservation Happen: The Role of Environmental Education and Communication. A GreenCOM Discussion Paper.
PUB DATE- 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Case Studies; *Change Strategies; *Consciousness Raising; *Conservation (Environment); Elementary Secondary Education; *Environmental Education; Nonformal Education; Science Education; *Sustainable Development; Technological Advancement
IDENTIFIERS- *Biological Diversity

This discussion paper is intended for policy makers, program managers, technical specialists, and others seeking new tools and ideas with which to achieve environmentally sustainable development. Effective techniques from the field of environmental education and communication (EE&C) that can help biodiversity conservationists and program managers are demonstrated. The first section, entitled "A Conversation about Protecting Biodiversity," describes the need for increased public awareness and action at a time when few people understand biodiversity and why it should matter to them. The next section, "How EE&C Can Help," delves further into the specifics of how EE&C can help achieve biodiversity objectives and establishes basic parameters for EE&C. Case studies are then presented to illustrate how successful programs combine formal activities with programs through nonformal settings and informal channels. A robust EE&C strategy consists of assessment and research, planning, pretesting, implementation, monitoring, and evaluation. The third section, "Measures of Success," suggests how EE&C strategies that focus on knowledge, attitudes, and practices can contribute to meeting biodiversity indicators. Finally, "Parting Thoughts" discusses the contribution of technological advances to the field of biodiversity conservation. (PVD)

ED 415 097 SE 061 024

Narum, Jeanne L.
Project Kaleidoscope.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

volume include: (1) "Beyond Science: Global Imperatives for Environmental Education in the 21st Century" (Joy A. Palmer); (2) "Human Ecology: Environmental Education in Greece (Jacqueline Gravanis); (3) "Environmental Education in Germany: An Overview" (Dieter L. Bohn); (4) "Paradigms of Sustainable Consumption Styles: Approaches and Experiences in Germany" (Michael-Burkhard Piorkowsky); (5) "Linking Teacher Education and Environmental Education: A European Perspective" (Chris R. Oulton and W.A.H. Scott); (6) "Happiest But Least Cheerful: The Paradox of Population and Education Policies in China" (Gaoyin Qian and Tiechi Huang); (7) "Environmental Education in Italy: Thinking Globally and Acting Locally" (Raffaella Semeraro, Michela Galzigna, Lucia Mason, Marina Santi, and Paolo Sorzio); (8) "EXPO 2000 in Hannover: Eco-politics in Germany and the Universal World Exposition" (Frank E. Puin); (9) "The Bioregional Vision: Prospects and Problems" (David W. Shapiro); (10) "Noise Pollution: A Growing World Problem" (Arline L. Bronzaft); (11) "Military Activities: Their Impact on the Environment" (Jack Ahart); (12) "A Business Approach To Environmental Education in Canada" (Glenn D. Ruhl); (13) "Reporting Risks and Setting the Environmental Agenda: The Journalist's Responsibility" (David B. Sachsman); (14) "Writing the Wilderness: The Challenge of 'Complex Pastoralism'" (Gene McQuillan); (15) "Environmental Images and the Luquillo Rainforest of Puerto Rico" (Nancy E. Wright); (16) "Native Americans and the Desire for Environmental Harmony: Challenging a Stereotype" (Isaiah Smithson); (17) "The Environment: A Woman's Issue?" (Barbara Methfessel); (18) "Rural Women and the Ecodynamism of the 'Biospharenreservat Rhon'" (Hiltraud Schmidt-Waldherr); (19) "Gender Differences in the Environmental Decision-Making of Secondary School Students" (Amanda Woods McConney, Andrew McConney, and Phillip Horton); (20) "Ellen Swallow-Richards (1842-1911): Foremother of Environmental Science" (Patricia J. Thompson); (21) "Wonderment and Wisdom: The Influence of Rachel Carson (1907-1964) on Environmental Education" (Peter Blaze Corcoran); (22) "The Woman/Nature Connection in Toni Morrison's 'Song of Solomon'" (Margery Cornwell); (23) "Children's Ideas of Nature: The Social Construction of a 'Nature Set'" (Luigina Mortari); (24) "Ecological Caring: A Psychological Perspective on the Person/Environment Relationship" (Abigail S. McNamee); (25) "Diane Ackerman's Niche in Writing 'Natural History'" (Gene McQuillan); (26) "Education for Ecological Literacy" (N.J. Smith-Sebasto); (27) "Modeling the Greenhouse Effect at the High School Level" (Patricia Carlson and Steven McGee); (28) "Vehicles: Metaphors for Environmental Education" (Martin Stanisstreet and Edward Boyes); (29) "Using the Econet To Promote Effective Environmental Education for Learning-Disabled Youth" (Esther Zager Levine); (30) "Building Ecological Thinking in the Composition Classroom" (Kelley M. Shull); (31) "The Greening of Academe: A Provost's Perspective" (Rosanne Wille); and (32) "'Media-ting' the Environment: A Case Study of the College/Community Compact" (Anne D. Perryman). (ASK)

ED 415 118   SE 061 113

Freedman, Robin Lee Harris
Constructivist Assessment Practices.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the Association for Educators of Teachers of Science (Minneapolis, MN, January 7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activism; Advocacy; *Children; *Citizen Participation; Elementary Education; Food; Foreign Countries; *Hunger; *Justice; Nutrition; *Poverty; Social Action; *Social Studies; Teaching Guides; World Problems

This curriculum is designed to introduce students to the issues of world hunger and children's rights. The curriculum includes more than enough material for two hour-long lessons. Each lesson can stand on its own; however, the interrelated nature of the topics lends itself to presenting both parts of the packet. If time is limited, suggestions are provided in each lesson regarding which subsections might be combined to create shorter lessons. Cross-references are made from one unit to the other. The lessons include: (1) "Children and Hunger"; (2) "Children and Justice"; (3) "Students CAN Make a Difference"; and (4) "Additional Resources." The purpose of the lessons is to promote awareness and social action for positive change. The teacher's role in encouraging productive responses will help empower children to action. It is this action, not guilt, that the curriculum strives to foster. (EH)

ED 415 141 SO 027 809

van Berkum, Carla
Children Hungering for Justice: Curriculum on Hunger and Children's Rights, Grades 5-8.
PUB DATE- 90
NOTE- 36p.; For related items, see SO 027 808-810.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activism; Advocacy; *Children; *Citizen Participation; Food; Foreign Countries; *Hunger; Intermediate Grades; Junior High Schools; *Justice; Middle Schools; Nutrition; *Poverty; Social Action; Social Studies; Teaching Guides; World Problems

This curriculum is designed to introduce students to the issues of world hunger and children's rights. The curriculum includes more than enough material for two hour-long lessons. Each lesson can stand on its own; however, the interrelated nature of the topics lends itself to presenting both parts of the packet. If time is limited, suggestions are provided in each lesson regarding which sub-sections might be combined to create shorter lessons. Cross-references are made from one unit to the other. The lessons include: (1) "Children and Hunger"; (2) "Children and Justice"; (3) "Students CAN Make a Difference"; and (4) "Additional Resources." The purpose of the lessons is to promote awareness and social action for positive change. The teachers' role in encouraging productive responses will help empower children to action. It is this action, not guilt, that the curriculum strives to foster. (EH)

ED 415 142 SO 027 810

van Berkum, Carla
Children Hungering for Justice: Curriculum on Hunger and Children's Rights, Grades 9-12.
PUB DATE- 90
NOTE- 36p.; For related items, see SO 027 808-809.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

consciousness. Part 3 suggests projects for individual exploration of self-perceptions, attitudes, the patterns of one's life, and the possibilities of one's future. Part 4 describes group art experiences and offers suggestions for group leaders. An appendix of suitable art materials is provided. (Contains an afterward, 57 references, and an index.) (MM)

ED 415 164 SO 028 321

Furlott, Sheri
Curriculum Project: Outline for a Slide Illustrated Lecture on Education Reform in South Africa. Fulbright-Hays Summer Seminar Abroad 1996 (South Africa).
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *African Studies; *Apartheid; *Black Studies; *Civil Rights; Educational Policy; Foreign Countries; Global Education; Multicultural Education; *Racial Segregation; Secondary Education; Social Studies
IDENTIFIERS- District of Columbia Public Schools; *South Africa

This project attempts to identify the major problems underlying education reform in South Africa and compares them with similar challenges facing the District of Columbia public education system. Narration for the slide program is based on interviews, formal and informal meetings, lectures, and briefings. Slides of various schools and communities provide additional insights into the organization, inhabitants, and functions of specific environments and populations. The paper provides a geographic overview, a historic overview, and an examination of apartheid conditions; it also examines current challenges in politics, economics, health, and education. (EH)

ED 415 165 SO 028 322

Wilkes, Shelley
The Apartheid Struggle, Curriculum Module. Fulbright-Hays Summer Seminar Abroad 1996 (South Africa).
PUB DATE- 96
NOTE- 11p.; Some materials may not photocopy well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Studies; *Apartheid; Black Studies; Foreign Countries; Instructional Materials; Peace; *Racial Discrimination; *Racial Segregation; Secondary Education; Social Studies
IDENTIFIERS- Peace Education; *South Africa

This curriculum unit is designed for secondary students in twentieth-century history and peace studies. The unit contains three activities from which students gain a better understanding of the dimensions of apartheid in South Africa. The activities are entitled: (1) "Racial Separation," an activity that gives students the opportunity to identify and research three distinct levels of social separation practiced in South Africa--"petty apartheid," "urban segregation," and "grand apartheid"; (2) "Images of Defiance," an activity where students are shown samples of Soweto Day posters and are asked to design and produce their own student protest posters; and vacancies not included in any special education cooperative; data about special education cooperative vacancies came from the Kansas Department of Education special education vacancy report. The results were organized to show numbers of vacancies and perceived teacher supply by geographic region and school district size. The study found: a surplus of elementary classroom and physical education teachers, a slight shortage to adequate supply of secondary teachers, an adequate supply to slight surplus of administrators, and a shortage of special educators; similar elementary employment opportunities throughout regions and by district size; similar secondary and administrative opportunities by region but differing by district size; and similar special education opportunities in all regions. Seven appendixes include data on students completing preparation for teacher certification at different types of institutions, a map of Kansas geographic regions, a sample pre-survey letter, and a sample questionnaire. (Contains 3 charts and 7 tables). (SM)

ED 415 188   SP 037 694

Teacher Supply and Demand in Kansas Public Schools. Fifteenth Annual Survey.
PUB DATE- 94
NOTE 47p.; For other annual surveys, see SP 037 690-697.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Elementary Secondary Education; *Employment Opportunities; *Employment Patterns; *Public School Teachers; *Public Schools; School District Size; Special Education Teachers; State Surveys; Tables (Data); *Teacher Shortage; *Teacher Supply and Demand; Teaching (Occupation)
IDENTIFIERS- *Kansas

This 15th annual survey examined teacher and school administrator supply, employment opportunities, and differences by region and school district size. Questionnaires were sent to the Kansas Unified School District superintendents; nonrespondents were surveyed by telephone. Usable results came from all 304 school districts. For special educators, data were sought about vacancies not included in any special education cooperative; data about special education cooperative vacancies came from the Kansas Department of Education special education vacancy report. The results were organized to show numbers of vacancies and perceived teacher supply by geographic region and school district size. The study found: a surplus of elementary classroom and physical education teachers, a slight shortage to adequate supply of secondary teachers, an adequate supply to slight surplus of administrators, and a shortage of special educators; similar elementary employment opportunities throughout regions and by district size; similar secondary and administrative opportunities by region but differing by district size; and similar special education opportunities in all regions. Seven appendixes include data on students completing preparation for teacher certification at different types of institutions, a map of Kansas geographic regions, a sample pre-survey letter, and a sample questionnaire. (Contains 3 charts and 7 tables). (SM)

ED 415 189   SP 037 695

Teacher Supply and Demand in Kansas Public Schools. Sixteenth Annual Survey.

IDENTIFIERS- *Alternative Assessment; National Teacher Examinations; Professionalization of Teaching

This report discusses evaluation and measurement of the quality of school teachers, emphasizing the problem of assessing competence, performance, and effectiveness through large-scale national sample surveys. Part 1 outlines types of issues and questions surrounding teacher quality that must be addressed, highlighting conventional and new approaches to teacher assessment. Part 2 provides an interpretive and critical review of the predominant approaches to assessing competence, performance, and effectiveness of teachers. Part 3 offers an alternative, sociological approach to assessment. This view presents employee and organizational assessment as social phenomena, suggesting that all evaluation is shaped by social context, is value-laden and purposeful, and is based on particular norms of appropriate behavior. In this view, the role of research should be to uncover viewpoints, interests, criteria, and values underlying and shaping any particular theory and assessment method in order to illuminate its strengths and limits. The goal of research should be to help develop a range of complementary methods representing a range of viewpoints. Part 4 draws out implications of these approaches for large-scale national survey assessments of teacher quality. Part 5 lists sources and examples of existing survey measures of teacher quality (self-assessment, and administrator and peer assessment). (Contains 58 references.) (SM)

ED 415 207 SP 037 716

The New Teacher's Guide to the U.S. Department of Education.
PUB DATE- 97
NOTE- 158p.; Foreword by Richard W. Riley, Secretary of Education. Running page head: "A Teacher's Guide to the U.S. Department of Education."
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Academic Standards; Adult Education; Beginning Teachers; Bilingual Education; Elementary Secondary Education; Excellence in Education; Federal Government; *Federal Programs; Government School Relationship; Grants; Higher Education; Inservice Teacher Education; *National Standards; Preservice Teacher Education; Public Education; Special Education; State Government; *Teacher Qualifications; Vocational Education
IDENTIFIERS- *Department of Education; Goals 2000; School Improvement Projects

This guide provides information about the U.S. Department of Education's latest initiatives, updates specific programs for schools and teachers, and lists services and resources. The introductory section provides information on the Department's seven priorities as outlined in President Clinton's fifth State of the Union Address, on President Clinton's Voluntary National Testing initiative, and on the national standards being developed by various professional education associations and societies. Section 2 contains information about the Department's grant programs and other programs that may interest teachers. Section 3 offers information on services and resources provided by the Department and on how to contact the various offices responsible for them. This section also lists federal Internet resources on education. Section 4 includes information on various regional and field-based resources that the Department funds through grants and contracts. (SM)

This booklet describes a framework for helping preservice teachers learn and implement behavioral intervention strategies in inclusive classrooms. A partnership of Human Services Consultants and Bloomsburg University taught 19 preservice early childhood and elementary teachers behavioral intervention strategies for mainstreamed students with severe behavior disorders. During week 1, students received orientation, completed a pretest survey, toured buildings and facilities, discussed agency and district policies and rules, received information about target students, and established visitation and conference times. During weeks 2-13, students received one-to-one and/or group support and intervention including behavior modification techniques and proactive strategies to stabilize pupils. They worked collaboratively with the team, developed schedules, and received training. The training focused on behavior management interventions; basic behavior techniques (teamwork, diversity, and ethics); identifying challenging students; teaching social skills; developing self-esteem; helping children handle anger; and meeting student needs in inclusive classrooms. The project produced a manual, a consultant bank of resources, a vehicle for collaboration, and professional development among preservice teachers, inservice teachers, behavioral specialists, and university faculty. This booklet offers training session summaries, behavioral support project sample case studies, and reflections from participants. Nine appendixes include program evaluation; student teacher pretest and posttest questionnaires; behavioral support content-specific questionnaire; oral debriefing report; Behavioral Support Internship syllabus; internship time sheet; release form; and resources. (SM)

ED 415 225   SP 037 741

Hagborg, Winston J.
Gender and Motivational Orientation among High School Students.
PUB DATE- 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curiosity; Grades (Scholastic); High School Students; High Schools; Self Management; *Self Motivation; *Sex Differences; *Student Motivation
IDENTIFIERS- Challenge

This study explored possible gender differences in intrinsic motivation among 120 white students at a semi-rural high school. Researchers drew students randomly from each of the four grade levels. Students provided information on age, grade level, and grade point average, then anonymously completed Harter's 1981 Scale of Intrinsic versus Extrinsic Motivation. The Scale included five subscales grouped into two central components. The Mastery Motivation component was measured by three subscales: (1) preference for challenge versus preference for easy work assigned, (2) learning out of curiosity/interest versus pleasing the teacher or getting grades, and (3) independent mastery versus dependence on the teacher. The Autonomous Judgment component was measured by two additional subscales: (4) independent judgement versus reliance on the teacher's judgment, and (5) internal versus external criteria for assessing success or failure in school. Data analysis indicated that girls were significantly more intrinsic on autonomous judgement components and the judgement subscale.

Countries; High Achievement; *High School Students; High Schools; *Mathematics Achievement; *Parent Attitudes; Parent Child Relationship; *Performance Factors; Pilot Projects; Private Schools; Public Schools; *Self Efficacy; Structural Equation Models; Track System (Education)
IDENTIFIERS- *Effort; Taiwan

In this study, the effects of perceived parental expectation, trait effort, trait self-efficacy, trait ability, state self-efficacy, state effort, and state worry on the mathematics achievement of high and low track high school students in Taiwan were investigated. A hypothesized model of these constructs was also investigated using a structural equation model. A state scale and a trait scale were translated from English to Chinese and used in a pilot study and a main study. The pilot study involved 278 tenth graders in a one public and one private school. Results supported the reliability of the measure, and it was administered to 173 high-track high school students at a public school and 210 regular-track students. Both perceived parental expectation and trait effort were important components of success for these students. Students who perceived that their parents had high expectations tended to have high trait effort and belief in effort. The more state effort students expended, the more likely they were to have high grades in mathematics. The only route to achievement without direct mediation through state effort was from perceived parental expectation to students' trait effort, leading to trait self-efficacy and reaching higher achievement. High-track students had higher trait self-efficacy and state efficacy than regular-track students, with higher mean trait effort and more state effort. In addition, students who had higher perceived parental expectations tended to worry more, expending more state effort and achieving more highly. Overall, results demonstrate the positive role of believing in effort. (Contains 3 tables, 4 figures, and 33 references.) (SLD)

ED 415 243   TM 027 898

Blankmeyer, Eric
Robust Estimates of Location and Dispersion.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Estimation (Mathematics); *Regression (Statistics); *Robustness (Statistics); Statistical Analysis
IDENTIFIERS- *Dispersion (Statistics); *Locational Analysis; Median (Statistics)

This paper gives concise descriptions of a robust location statistic, the remedian of P. Rousseeuw and G. Bassett (1990) and a robust measure of dispersion, the "Sn" of P. Rousseeuw and C. Croux (1993). The use of Sn in least absolute errors regression (L1) is discussed, and BASIC programs for both statistics are provided. The remedian is an iterated median that needs a small amount of memory to process large data sets. It is an attractive robust estimator of location in large samples where the storage of the individual observations is impractical. The Sn estimator is unbiased and has an asymptotic efficiency of about 58%. Among its many applications is the question of a scale estimate for L1 regression problems, those that minimize the sum of the absolute residuals instead of the sum of the squared residuals. Appendixes contain both BASIC programs. (Author/SLD) community members, yielded 133 responses (64%), 87 of which were from elementary schools and 44 from secondary schools. Results of a factor analysis indicated that three factors emerged as aspects of council support, the factors of council capacity, support from higher authorities, and council authority. Three factors, scope, formal structure, and decision-making process, emerged as independent factors related to communication and decision making practices of site-based teams. Three factors related to effectiveness were defined as effectiveness in providing influence, effectiveness in improving decision making, and effectiveness in improving educational services. Factors related to decision making and communications practices had significant direct effects on outcomes, while factors related to the resources provided to site-based teams did not. Resources provided to site councils primarily affected perceived effectiveness and satisfaction through the factors related to site council practices. (Contains 33 references.) (SLD)

ED 415 263 TM 027 960

Kirkman, Grace; Shaw, Edward L., Jr.
Effects of an Oral Advanced Organizer on Immediate and Delayed Retention.
PUB DATE- 97
NOTE- 32p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (26th, Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advance Organizers; Directed Reading Activity; *High School Students; High Schools; Knowledge Level; Learning Strategies; Nutrition; Recall (Psychology); *Retention (Psychology)
IDENTIFIERS- Alabama; *Paraphrase

The purpose of this study was to examine the effects of a comparative advance organizer in an oral format on learners' immediate and delayed retention of subject matter related to food and nutrition when controlling for learners' prior knowledge level. Another area of interest was to investigate whether paraphrasing the comparative advance organizer prior to receiving oral instruction would be an effective strategy to help learners when encoding an advance organizer and the subsequent material. Thirty-two high school students in two food service classes in Alabama provided the sample for the study. Subjects were tested for prior knowledge of foods and nutrition and then randomly assigned to one of three treatment conditions: (1) oral comparative advance organizer, treatment one; (2) oral comparative advance organizer plus paraphrasing, treatment two; and (3) no oral comparative advance organizer, treatment three. The advance organizer was a 239-word introductory passage that incorporated the theory of meaningful verbal learning of D. Ausubel (1963). An analysis of co-variance was used with prior knowledge level as the co-variate to determine whether there were significant differences between treatment groups after controlling for prior knowledge. Findings show that no single treatment condition was more effective in facilitating immediate and delayed retention of text. In addition, subjects paraphrasing the comparative advance organizer did not show a positive influence on recall of the subject matter. (Contains 7 tables and 39 references.) (SLD) examinee test performance and the set of traits underlying the performance can be defined by an item characteristic curve. There are three models in IRT. The three-parameter model is made up of item discrimination, item difficulty, and guessing parameters. In the one-parameter Rasch model, the guessing and item discrimination parameters are considered negligible. This model is used to analyze differences in test scores that initially are not linear. In this study, a regression analysis was performed to find a correlation between Rasch calibrations and classical measurement calibrations and to plot a scatterplot of the two measures with their regression line. These results challenge the idea that Rasch latent trait measurement is superior to classical measurement because its estimates are item-free and sample-free. High correlations between the two measures indicate that Rasch calibrations are not truly item- or sample-free or that the classical model calibrations are equally item- or sample-free. (Contains 12 tables, 6 figures, and 5 references.) (SLD)

ED 415 282 TM 028 026

Singer, Maureen; Miwa, Keiko
Year One Evaluation University at Albany/SUNY Project Renaissance.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Faculty; *College Freshmen; Focus Groups; Higher Education; *Integrated Curriculum; *Interdisciplinary Approach; *Living Learning Centers; Parent Attitudes; Parents; Program Evaluation; School Holding Power; *Student Attitudes
IDENTIFIERS- *State University of New York Albany

Project Renaissance is a program offered to first-year students at the University of Albany (State University of New York). The purpose is to provide a multi-disciplinary integrated approach to curriculum, supporting a more cohesive environment that recognizes the individual student's cognitive and social needs. Participants are housed in the same residence hall and attend classes together for at least 6 hours weekly. The teaching method is also multi-disciplinary. An evaluation of the first year of the project was conducted to determine participants' initial program expectations, perception of program implementation, and initial outcomes. Interviews with faculty and staff, student focus groups, classroom observations, and surveys of students and parents (approximately 149 students and 34 parents initially) provided evaluation data. Participation benefited students though living with those with whom they attended classes, and the project assisted students in building relationships with faculty, staff, and other students. Faculty benefited by gaining colleagues and by being exposed to new experiences. Program staff members and residence hall staff felt that they also benefited from program participation. Project Renaissance increased student retention and recruitment while giving the university the feel of a close-knit community. Students suggested that more interaction and organization between faculty and students would improve the project, and they recommended a better definition for the program brochure. An appendix contains the program evaluation surveys. (Contains 16 tables.) (SLD)

ED 415 283 TM 028 027

Newman, Dianna; Brown, Adam; Newcomer, Laurie; Campbell, Kim;

role, and key informant interviews. The report is organized into three definitive periods that make up four phases: (1) 1975-1979, the beginning; (2) 1980-1989, growth and development; (3) 1990-94, expansion and opportunity; and (4) 1994-1997, collaboration, innovation, and efficiency. Critical to measuring the success of the Center over the next few years will be the extent to which the Center can help Hispanics improve access to the resources that people need to improve the quality of their lives: education, employment, health care, safety, and security. An appendix presents four charts outlining Center functions and organization. (Contains 115 annotated references.) (SLD)

ED 415 300 UD 032 078

Kivel, Paul; Creighton, Allan
Making the Peace. A 15-Session Violence Prevention Curriculum for Young People. First Edition.
PUB DATE- 97
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- After School Programs; *Conflict Resolution; Economic Factors; Juvenile Justice; Leadership; *Prevention; Racial Discrimination; School Safety; Secondary Education; Social Influences; *Violence; Youth Programs
IDENTIFIERS- Guns; Respect

The "Making the Peace" curriculum is a complete program offering everything needed to address violence prevention in the classroom, after-school program, residential program for youth, or juvenile justice setting. The curriculum can be adapted to various time frames and parts may be incorporated into social studies, health, or other courses. Working with young people can help reduce the social inequality at the roots of most violence and restore the human integrity that violence denies. It begins with five sessions that introduce basic concepts of violence and prevention and provide a framework of safety and respect for the class. These five sessions are the groundwork for the next six sessions that examine the particular forms violence can take. Sessions 6 and 7 look at alternatives to intra- and interracial violence and anti-Semiticism. Session 8 explores the economic roots of some violence. Sessions 9 and 10 look at gender relationships and violence toward women, and Session 11 examines strategies for reducing gun-related violence. The last four sessions focus on healing from past experiences of violence and on youth leadership in making the peace. Fourteen exercises for the student to do alone are included. (Contains 22 handouts and 47 references.) (SLD)

ED 415 301 UD 032 079

Cantor, Ralph; Kivel, Paul; Creighton, Allan
Days of Respect. Organizing a School-Wide Violence Prevention Program.
PUB DATE- 97
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

exist at all. (Contains 7 tables and 193 references.) (SLD)

ED 415 319 UD 032 101

Williams, Kirk R.; Guerra, Nancy G.; Elliott, Delbert S.
Human Development and Violence Prevention: A Focus on Youth. Center Paper 011.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 51p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Development; Context Effect; *Developmental Stages; *Individual Development; Life Events; Models; *Prevention; Program Implementation; Theories; *Violence; *Youth Programs
IDENTIFIERS- *Ecological Paradigm

This publication outlines a theoretical framework to guide research, policy, and action plans to combat youth violence. Research findings suggest that analyzing violence in connection with human development will provide a greater understanding of the problem. Such an analysis should trace pathways to violence in order to infuse prevention strategies into the dynamics of human development at different stages of the life course. An ecological model of life course development is proposed. This model emphasizes three key concepts to guide thinking about human development and violence prevention: (1) developmental stages, with five stages spanning infancy through adolescence; (2) transitions and pathways representing changes over the life course; and (3) nested social contexts that include family, friends, school, community, and workplace. Prevention strategies must address needs at each stage, as well as how people make transitions through them and the pathways they use. A model for action must incorporate skills, opportunities, and sanctions (positive or negative) to help people meet developmental needs. The ecological model can be used to assess the violence prevention potential of services currently provided for youth, and then a step-by-step approach can be used that first considers the developmental needs of the age group served and its social contexts. The overall goal and core assumptions should be specified, and then evaluated in light of their relationships with violence prevention. New approaches, resources, or activities can then be suggested to enhance violence prevention potential. (Contains 16 graphs, 1 figure, and 9 charts.) (SLD)

ED 415 320 UD 032 102

Paulus, John A.; Perosa, Linda M.
The Utility of the MAPI in Predicting Urban Middle School Competence.
PUB DATE- 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Attendance; *Coping; Grade 8; *Interpersonal Competence; Junior High Schools; Middle Schools; Multiple Regression Analysis; Personality Assessment; Personality Traits; Prediction; *Test Use; Urban Schools; *Urban Youth
IDENTIFIERS- *Middle School Students; *Millon Adolescent Personality Inventory

Atkinson, Dave; Raboy, Marc, Ed.
Public Service Broadcasting: The Challenges of the Twenty-first Century. Reports and Papers on Mass Communication No. 111.
PUB DATE- 97
NOTE- 155p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Broadcast Industry; Broadcast Television; Case Studies; Democracy; Development; *Educational Television; Foreign Countries; Freedom of Information; *Futures (of Society); Global Approach; Information Technology; *Mass Media; Politics; Programming (Broadcast); Public Sector; *Public Television
IDENTIFIERS- Regulatory Agencies

This report presents a review of key research on public broadcasting and a synthesis of the actuality of public service broadcasting today in the face of increasing globalization, with case studies from 16 countries. Following the General Introduction (Pierre Juneau), the report is divided into two parts. Part 1--"Public Service Television in the Age of Competition" (Dave Atkinson)--gives an overview of the crisis, and discusses the legitimacy of public television in the era of the market and the public television ideal. Part 2--"Public Service Broadcasting for the Twenty-first Century" (Marc Raboy, Ed.)--contains an introduction--"Public Service Broadcasting in the Context of Globalization" (Marc Raboy), and two sub-sections. The first sub-section--"Shifting Paradigms in the Heartlands of Public Broadcasting"--includes: "Great Britain: Public Service Broadcasting, From National Culture to Multiculturalism" (Paddy Scannell); "Sweden: Broadcasting and the Social Project" (Olof Hulten); "Germany: The Regulation of Broadcasting" (Wolfgang Hoffmann-Riem); "Belgium: The Politics of Public Broadcasting" (Jean-Claude Burgelman and Peter Perceval); "Canada: The Hybridization of Public Broadcasting" (Marc Raboy); "Australia: Broadcasting, Policy and Information Technology" (Marcus Breen); "Japan: Public Broadcasting as a National Project" (Shinichi Shimizu); and "United States: PBS and the Limitations of a Mainstream Alternative" (Michael Tracey). The second sub-section--"Emerging Models for Development and Democracy"--includes: "Poland: Prospects for Public and Civic Broadcasting" (Karol Jakubowicz); "Ukraine: Public Broadcasting Between State and Market" (Olga V. Zernetskaya); "India: Broadcasting and National Politics" (Nikhil Sinha); "Namibia: Broadcasting and Democratization" (Nahum Gorelick); "Philippines: Towards an Alternative Broadcasting System" (Florangel Rosario-Braid with Ramon R. Tuazon); "Equatorial Africa: Broadcasting and Development" (Charles Okigbo); "Cambodia: Broadcasting and the Hurdle of Poverty" (Gareth Price); and "Latin America: Community Broadcasting as Public Broadcasting" (Rafael Roncagliolo). (SWC)

ED 414 876 IR 018 644

Vopal, James R.
A Study of the Correlation between In-House Computer Training and Middle School Teachers' Use of Computers in the Classroom.
PUB DATE- 97
NOTE- 71p.; Masters Thesis, Caldwell College.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test,

Public Broadcasting Stations' Revenue from State Governments and State Colleges and Universities Ranked State-By-State, Fiscal Year 1996. CPB Research Notes, No. 103.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Broadcast Industry; *Educational Media; Educational Television; Government Role; Higher Education; *Programming (Broadcast); *Public Television; *State Aid; State Government; State Schools; Tables (Data)
IDENTIFIERS- Corporation for Public Broadcasting; *Public Radio

This report provides data tables analyzing revenues from state governments and combined revenues from state government and state university sources for each state, as reported to the Corporation for Public Broadcasting by public broadcasting licensees in the Annual Financial Report survey for fiscal year 1996. All revenue amounts contained in the report include cash, indirect, and in-kind support. Total contributions from state governments and state colleges and universities accounted for 22.6% of total public broadcasting revenue. State government contributions to public broadcasting stations varied greatly among states, ranging from zero to $19.2 million for public television and from zero to more than $4.3 million for public radio. The state of South Carolina had the highest government support for television ($19.2 million), followed by Georgia ($19 million), Kentucky ($16.8 million), Utah ($12.8 million), and Florida ($12.5 million). Utah, South Carolina, Nebraska, Alaska, and Kentucky made up the top five states in per person state government support. Nearly 17.3% of total public television system revenue came from state government sources. State government support for radio was led by Georgia ($4.2 million), and followed by Alaska ($2.7 million), Florida ($2.4 million), Wisconsin ($2.1 million), and Ohio ($1.7 million). Alaska led all states by a large margin in per person state support for radio. Tables present state revenue analysis for public television and public radio, and each state's support to public television and radio stations for the last five years in detail. (SWC)

ED 414 895 IR 018 674

Wickens, Andrew L.
Homeschooling Resources: A Pathfinder.
PUB DATE- 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Information; *Educational Resources; *Elementary Secondary Education; *Home Schooling; Information Sources; Instructional Materials; Internet; Nontraditional Education; Organizations (Groups); Parents as Teachers; Public Libraries
IDENTIFIERS- Electronic Resources

Home schooling is the formal instruction of children in the home instead of the school. This pathfinder guides readers to useful sources of information about home schooling, and is intended schedule, site locations, and local staff. (SWC)

ED 414 912 IR 056 770

Statistical Report of Missouri Libraries: Public, Academic, Special, and Institutional. Statistics for Fiscal Year 1996 (July 1, 1995 through June 30, 1996).
PUB DATE- 97
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Libraries; *Income; Institutional Libraries; *Library Circulation; *Library Collections; *Library Expenditures; *Library Personnel; Library Research; *Library Statistics; Public Libraries; Special Libraries; Tables (Data)
IDENTIFIERS- *Missouri

This report includes statistics reported to the Missouri State Library by the various public, academic, special, and institutional libraries in Missouri. All data included in the report was supplied by the responding libraries, and the statistics were not edited or altered. The report is arranged alphabetically by type of library. Each type of library has data on income, expenditures and personnel, collections, and circulation. Expenditures and personnel data includes personnel expenditures, collection expenditures, electronic access expenditures, total expenditures, and number of paid staff. Library collections are divided by type of material--books, serials, audio, video, electronic format materials, and microform and other materials. Library circulation includes total circulation and interlibrary loans received and provided. Library circulation data for public libraries also include: children's circulation, total circulation, annual library visits, registered borrowers, annual reference transactions, and children's program attendance. (SWC)

ED 414 913 IR 056 771

Wasilko, Peter J.
The Continuity Project, Fall 1997 Report.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Artificial Intelligence; Cataloging; Classification; Computer Mediated Communication; *Computer Software; Futures (of Society); Hypermedia; Indexing; *Information Retrieval; Information Technology; Knowledge Representation; Library Collections; Natural Language Processing; Online Catalogs; *Online Searching; *Online Systems; Programming; *Relevance (Information Retrieval); *Strategic Planning; World Wide Web
IDENTIFIERS- Campuswide Information Systems

The Continuity Project is a research, development, and technology transfer initiative aimed at creating a "Library of the Future" by combining features of an online public access catalog (OPAC) and a campus wide information system (CWIS) with advanced facilities drawn from such areas as artificial intelligence (AI), knowledge representation (KR), natural language processing (NLP), computer applications and software engineering (CASE), literate programming, hypertext research, and computer supported cooperative work (CSCW). By taking this approach, Continuity will be able to provide an intelligent,

ED 414 931 IR 056 789

Lyman, Peter
Digital Documents and the Future of the Academic Community.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Computer Mediated Communication; *Educational Change; Educational Development; Electronic Journals; Faculty Publishing; *Futures (of Society); Higher Education; Publishing Industry; Research; *Scholarly Journals; Technological Advancement
IDENTIFIERS- Electronic Resources; *SGML

This paper examines the dynamics of change in scholarly publishing and the impact of technological innovation upon the academic community for which the system of scholarly communication serves as an infrastructure. For the purposes of this discussion, what is of immediate interest is the way the productivity issue frames the possible dimensions of the dynamics of technological innovation, thereby setting a research agenda for the future. From the perspective of academic publishing, the academic community consists of two markets in which "gift" exchanges are governed by contract, that of authors and that of the consumers, the largest of which are academic research libraries. Higher education is both the producer and consumer of scholarly publications. Three new factors define the conditions within which a system of scholarly communication may evolve: (1) the emergence of a global economy in which intellectual property is an important source of wealth; (2) the end of the cold war as a stimulus for national information policy which took the form of federal funding for research; and (3) the cultural diversity of society, and the replacement of a melting pot idea by a transnational culture, which may create new social contexts for education. The remainder of this paper examines issues related to digital documents and academic productivity, and digital documents and the academic community. (AEF)

ED 414 932 IR 056 790

Hockey, Susan
Making Technology Work for Scholarship: Investing in the Data.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Electronic Libraries; *Electronic Publishing; Electronic Text; Higher Education; *Humanities; Information Technology; Programming Languages; Text Structure; Users (Information)
IDENTIFIERS- Electronic Resources; HTML; *SGML

This paper examines issues related to how providers and consumers can make the best use of electronic information, focusing on the humanities. Topics include: new technology or old; electronic text and data formats; Standard Generalized Markup

Library Home Page" (Janice Painter); and "Creating the Chicago Public Library WWW Site" (Marcia Dellenbach, Kathleen Ryan, and Ellen Starkman). The final section, Instructional Materials, Unique Resources, and Commercial Design, includes the following six articles: "Instructional Materials and Handouts" (Elizabeth A. Dupuis); "Instruction and the Web: The Development of a Library Research Tutorial" (Michael O. Engle); "EthnoMed: A Medical Anthropology Work in Progress" (Ellen H. Howard and Martha L. Means); "Developing a Local Library Association Web Page" (Frank M. Campbell, Barbara Bernoff Cavanaugh, and Randall A. Lowe); "Bringing the Brazoria County Historical Museum to the Web" (Kevin C. Marsh); and "Freelance Web Designer" (Juleigh Muirhead Clark). An index is provided. (SWC)

ED 414 949 IR 056 807

Neilson, Robert E.
Collaborative Technologies and Organizational Learning. Series in Information Technology Management.
PUB DATE- 97
NOTE- 148p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Business Communication; Case Studies; Computer Software; Cooperation; Information Dissemination; *Information Technology; *Information Transfer; Metaphors; Microcomputers; *Organizational Communication; Productivity; *Shared Resources and Services
IDENTIFIERS- Business Process Redesign; *Groupware; Lotus Notes; *Organizational Learning

Organizational learning is a strong candidate to replace reengineering as the next intellectual bastion on the continuously twisting road to increased organizational productivity. However, there is a paucity of research on how transferring intellectual materials via groupware products fosters organizational learning. This book provides a first glance into the intellectual intersection between organizational learning and collaborative technologies. The book is divided into six chapters. Chapter 1--Introduction: Setting the Stage--defines terms, presents the purpose and significance of the study, and gives background on the case study. Chapter 2--Conceptual Linkages: An Analysis of the Organizational Learning, Collaborative Technology, and Intellectual Capital Literature--presents the results of a content analysis, discussion of theoretical bases, and critical analysis of the literature to determine commonalties or themes that run through the literature. Chapter 3--Case Study Design and Methodology--describes the naturalistic research approach, research methodologies, data analysis, and Delphi group. Chapter 4--Research Question and Propositions: "Zeroing In"--presents 8 research propositions that focus on information exchange, technology use, and learning. Chapter 5--Results and Findings: Insight Gained--describes the contextual setting and observations, introduction of Lotus Notes to students and faculty, findings, and presents a summary of the "top ten" practice prescriptions. Chapter 6--Conclusions and Implications: Where Do We Go From Here?--discusses building organizational learning understanding through metaphors and presents two descriptive scenarios. Includes an index. (Contains 175 references.) (SWC)

ED 414 950 IR 056 809

NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Persistence; Cohort Analysis; *College Outcomes Assessment; Community Colleges; *Enrollment Trends; Longitudinal Studies; *School Holding Power; *Stopouts; Two Year Colleges
IDENTIFIERS- Prince Georges Community College MD

A study was undertaken at Maryland's Prince George's Community College to determine term-to-term retention rates for the four cohorts of first-time freshmen entering in fall 1990 (n=2,643), fall 1991 (n=2,251), fall 1992 (n=2,563), and fall 1993 (n=2,419). Two measures of retention were determined: the percentage of students who enrolled the subsequent semester and the percentage of students who returned for at least one term by fall 1996. Study findings included the following: (1) for the fall 1990 cohort, 61% also enrolled in spring 1991, while 73% enrolled in at least one later term; (2) 44% of the fall 1990 cohort also enrolled in fall 1991; (3) term-to-term retention rates for the remaining cohorts were 60% for the fall 1991 cohort, 58% for the fall 1992 cohort, and 60% for the fall 1993 cohort; (4) the percentage of students who attended at least one later term by fall 1996 was 70% each for the fall 1991, fall 1992, and fall 1993 cohorts; and (5) in general, less than half of the students starting in the fall return for the following fall and less than a third persist beyond three years. (BCY)

ED 414 969 JC 980 041

Knudson, Linda S.
Team Leadership in Three Midwestern Community Colleges: The President's Cognitive Frame of Reference and its Relationship to Real versus Illusory Teams.
PUB DATE- 97
NOTE- 244p.; Ed.D. Dissertation, University of Kansas. Summarized in conference paper, see JC980037.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Administrator Role; Case Studies; *Cognitive Style; College Administration; *College Presidents; Community Colleges; Comparative Analysis; Interviews; *Leadership Styles; *Management Teams; Teamwork; Two Year Colleges
IDENTIFIERS- *Team Effectiveness

A study was conducted of presidents and management team members at three Midwestern community colleges to gather information on the effect of presidential style and the effectiveness of leadership teams. In-depth interviews were held with the three presidents and a total of 12 team members; data were collected on the colleges, the participants, and their jobs; and team meetings were observed. The study sought to classify the teams with respect to three basic functions: utilitarian, helping achieve a sense of rationality and maintain control; expressive, reinforcing a sense of connectedness; and cognitive, enlarging the intelligence of individual members to enable the team to act as a creative system. Information was also gathered on the presidents' cognitive frame of reference in terms of four types: bureaucratic, focusing on structure and organization; collegial, focusing on collective action and consensus; political, focusing on mobilizing resource and developing coalitions; and symbolic, focusing on interpreting institutional history and culture. The study found that all

ED 414 988   JC 980 063

Beachler, Judith; Glyer-Culver, Betty
Trends in Teaching and Learning Innovation.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Community Colleges; *Cooperative Learning; Educational Improvement; Educational Strategies; Evaluation Methods; Instructional Effectiveness; *Instructional Innovation; Learning Activities; Student Evaluation; Teacher Improvement; Teacher Role; Teaching Methods; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Cross Angelo Classroom Assessment Model

The first in a series of annual reports designed to provide new ideas for faculty at California's Los Rios Community College District, this document reviews innovative instructional techniques and presents an overview of classroom-based assessment and cooperative-collaborative learning. Following a brief introduction, the report describes (K. Patricia) Cross and Angelo's (Thomas A.) Classroom-based Assessment Model, which asserts that classroom assessment should be learner-centered, teacher-directed, mutually beneficial for students and teachers, formative rather than summative, context-specific, and ongoing. This section also reviews Cross and Angelo's Classroom Assessment Techniques, including background knowledge probes, minute papers, asking students to identify a lecture's main principle, and punctuated lectures, in which teachers pause to allow students to reflect on class material. Next, the paper outlines principles of cooperative and collaborative learning and suggests that goals include increasing student achievement, creating positive relationships among students, and promoting healthy psychological adjustment. This section also describes differences between cooperative and collaborative learning and provides sample cooperative-learning approaches, such as partnered learning, peer tutoring, and having groups of students become "experts" on selected course material. Finally, the paper provides a summary of recent developments in cooperative and collaborative learning and classroom-based assessment. (BCY)

ED 414 989   JC 980 064

Glyer-Culver, Betty
An Environmental Scan of the Greater Sacramento Area and of Area Students Served by Los Rios Community College District.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Planning; Community Colleges; Data Collection; *Demography; Education Work Relationship; Educational Economics; *Enrollment Influences; *Enrollment Projections; *Enrollment Trends; *Environmental Scanning; Ethnicity; Futures (of Society); Politics of Education; Public Opinion; School Community Relationship; Surveys; Trend Analysis; Two Year Colleges
IDENTIFIERS- California (Sacramento); *Los Rios Community College District CA

(5) recognize that factors in parents' social and cultural context have an impact on parenting; (6) work with other providers to form a system of efficient and comprehensive services; (7) use evaluation strategies that reflect and support the field's move toward more comprehensive initiatives; (8) examine child and parent outcomes and needs longitudinally; (9) choose measures that reflect intended program outcomes; (10) examine the relation between parent and child outcomes; (11) establish mutually beneficial relationships between evaluators, providers, and child development researchers; and (12) consider using cost-effectiveness analyses as a method for measuring and reporting program results. Contains 36 references. (TJQ)

ED 415 006 PS 026 043

Petit, Michael R.; Curtis, Patrick A.
Child Abuse and Neglect: A Look at the States. CWLA Stat Book, 1997.
PUB DATE- 97
NOTE- 219p.; For the 1995 edition, see ED 394 671.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Adoption; At Risk Persons; *Child Abuse; Child Advocacy; *Child Neglect; Child Welfare; Foster Care; Policy Formation; Poverty; Prevention; Program Budgeting; *Public Policy; Residential Programs; *State Norms; State Programs; State Surveys; Well Being
IDENTIFIERS- Child Mortality; Family Preservation Services

This report provides a comprehensive portrait of America's most vulnerable children and families, gathered as a quick reference to national and state data on the U.S. child welfare system. Data were derived from the Child Welfare League of America's 1996 State Survey of Child Welfare and from U.S. Government agencies and other national sources. The report documents the differences and disparities among state data collection, providing a useful baseline for measuring the effects of child welfare service experiments and cutbacks. The figures and tables presented in the report provide child welfare data based on rates for children in each state, comparisons over time to show child well-being and related trend data, and state child welfare budgets and related financial information. Chapter 1 of the report examines child abuse and neglect in general, while chapter 2 addresses child abuse fatalities. Chapter 3 addresses out-of-home care, while chapter 4 looks at adoption. Chapter 5 addresses finance and administration. Chapter 6 addresses family preservation and family support. Chapter 7 addresses risk factors, conditions, and trends related to child well-being. (SD)

ED 415 007 PS 026 048

A Parent's Guide to Imaginative Block Play: Why Blocks Are Still One of America's Favorite Toys.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

The solution strategies were comprised of cooperative learning groups, conflict resolution training, and character education activities conducted for 25 to 45 minutes each day for 3 or 5 days per week. Activities were related to building trust of other group members, developing social skills, solving problems, resolving conflict, and expressing feelings. Post-intervention results indicated that teaching skills conducive to appropriate behaviors for resolving personal conflict decreased the number of negative behaviors displayed in the classroom, such as loud or abusive language and lack of respect for others. Discipline referrals declined throughout the intervention period. Student assessments revealed a decrease in all negative responses to conflict and an increase in nonviolent responses. (Fourteen appendices include data collection instruments and sample learning activities. Contains 14 references.) (KB)

ED 415 024 PS 026 138

Malcolm, Heather; Schlapp, Ursula
5-14 in the Primary School: A Continuing Challenge.
SPONS. AGENCY- Scottish Office Industry Dept., Edinburgh.
PUB DATE- 97
NOTE- 130p.; For related document, see ED 399 089.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *British National Curriculum; *Curriculum Development; Educational Change; Educational Improvement; *Elementary Education; Foreign Countries; Guidelines; Program Effectiveness; Program Evaluation; Program Implementation
IDENTIFIERS- *Curriculum Implementation; Scotland

The 5-14 Development Programme is a major reform encompassing curriculum, assessment, national testing, and reporting for pupils 5- to 14-years-old in Scotland. Implementation of the program was first monitored between March 1991 and March 1995; this study continued the program evaluation in primary schools from March 1995 to March 1997. Data were gathered through a national survey of approximately 200 schools and in-depth interviews at five schools. Major findings were in the areas of: (1) progress with implementation of 5-14 guidelines; (2) curriculum and class organization and planning and teaching approaches; (3) assessment, recording, and reporting; (4) management and support; and (5) impact on pupils' learning experience. Major findings indicated that, since the previous evaluation, schools progressed in implementing the 5-14 Development Programme. Most teachers felt the assessment guidelines strongly influenced their practice and were more confident in their implementation. Teachers were more likely than in the past to follow systematic and whole-school forward planning procedures. Some teachers stressed language at the expense of other curriculum areas. Practice was moving towards school-wide procedures for assessment and recording. Pupil self- and peer-assessment was still limited. Most classroom teachers used National Testing results to confirm their own judgments. Most head-teachers believed that the 5-14 style reports led to better home-school communication. The 5-14 implementation was rated as having a positive impact on breadth of instruction, coherence between curriculum areas, and within-school continuity. However, fewer than half the teachers believed that 5-14 was improving pupils' attainment. (Two appendices describe the study's method and delineate questionnaire findings.) (KB)

ED 415 025 PS 026 139

also given for IHS Alcohol and Substance Abuse Program coordinators, IHS-area mental health branch chiefs, IHS-area social services chiefs, and other consultants. The guide provides price and availability information for FAS-related books, newsletters, slides, curriculums, videos, brochures, catalogs, posters, and display models, as well as materials from the National Clearinghouse FAS resources. Many entries are annotated. Also included are two poems, "I Am My Mother's Child" and "I Have Chosen Sobriety," by Tom Yowell. (TSP)

ED 415 042 RC 021 234

Indian Vocational Education Program (CFDA 84.101) Abstracts and Directory.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Alaska Natives; *American Indian Education; *Federal Aid; Federal Programs; *Grants; High Schools; *Job Training; Labor Force Development; Postsecondary Education; Reservation American Indians; Tech Prep; *Tribally Controlled Education; *Vocational Education
IDENTIFIERS- *Native Americans

The abstract booklet contains 38 one-page abstracts of grants awarded by the Indian Vocational Education Program for 1996-98. The grants were awarded to projects offering job training, technical training, small business training, and job placement services to American Indian and Alaska Native adults and high school students, primarily those living on or near reservations or in Alaska. The grants run for 12-15 months and award federal funds ranging approximately from $242,000 to $920,000. Organized alphabetically by grantee name, each abstract has the following format: grantee; project title; award number; project director's name, address, and telephone/fax number; amount of federal funds awarded; award period; federal project contact's name and telephone/fax number; and educational levels. Project objectives, procedures, program summary, and estimated number of trainees are briefly described. Accompanying this document is a directory of all project directors for these grants. Arranged in alphabetical order by grantee name, each entry provides project director's name, address, and telephone/fax number. The award number for each grant is also given. (TD)

ED 415 043 RC 021 237

Alaska's Adolescents: A Plan for the Future.
PUB DATE- 95
NOTE- 243p.; Prepared by the Alaska Adolescent Health Advisory Committee.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescent Development; *Adolescents; At Risk Persons; Cooperative Planning; Cooperative Programs; *Early Intervention; *Health Needs; Health Programs; Health Promotion; *Needs Assessment; Policy Formation; Preadolescents; Prevention; Program Design; Secondary Education; Socioeconomic Status; State Surveys; *Statewide Planning
IDENTIFIERS- *Alaska

The goal of this first comprehensive report on adolescent health

Literacy; Literacy Education; Multilingualism; *Native Language Instruction; Nonstandard Dialects; Preschool Education; *Tribally Controlled Education
IDENTIFIERS- Arizona (South); *Yaqui (Tribe)

The language competency of members of the Pascua Yaqui Tribe encompasses, to varying degrees, the Yaqui language as well as community dialects of Spanish and English. This unique trilingual pattern has been functional for survival needs but has also been a barrier to educational achievement where competency in standard forms of Spanish and English is required. This paper provides historical background on the Yaquis and describes tribal efforts and programs to meet the language development needs of Yaqui communities. Historical sections discuss the Yaqui homeland in Sonora state (Mexico), incorporation of Spanish words and grammatical structures into Yaqui, refugee migrations to southern Arizona and marginalization from Anglo and Mexican communities, development of a nonstandard English dialect influenced by Yaqui and Spanish forms, educational discrimination in Arizona public schools, a 1973 lawsuit over improper special education placements of Yaqui children, and a trilingual/tricultural Yaqui community school operated during the 1970s-80s by the activist Guadalupe Organization. In 1981 the Tucson Unified School District and the Pascua Yaqui Tribe agreed to develop the Yaqui/English Bilingual Education Project, and in 1984 the tribal council adopted a language policy affirming the Yaqui language as an integral part of all school curricula. The Yaqui Family Literacy Partnership Program was federally funded in 1988 and led to an international conference of Arizona and Sonora Yaquis. A recent family literacy program, Project Kaateme, incorporates a parent-as-tutor strategy based on a nondeficit family approach. Project staff also teach Yaqui second-language classes for adults and preschoolers. Contains 16 references. (SV)

ED 415 061 RC 021 331

Greymorning, Steve
Going beyond Words: The Arapaho Immersion Program.
PUB DATE- 97
NOTE- 11p.; In: Teaching Indigenous Languages; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indian Languages; Elementary Education; *Immersion Programs; *Kindergarten Children; Knowledge Base for Teaching; *Language Fluency; Language Maintenance; Personal Narratives; Primary Education; Program Development; *Second Language Instruction; Second Language Learning
IDENTIFIERS- *Arapaho

This paper examines the growth and development of the Arapaho immersion program and discusses language revitalization strategies and methods used on the Wind River Reservation (Wyoming). Following a community request for an Arapaho language and culture program in reservation public schools, a test class of kindergarten students received an hour of Arapaho instruction daily for 18 weeks. After 12 weeks, 80 percent of students had mastered 162 words and phrases. These favorable results plus information from Hawaiian immersion programs led to implementation of a half-day immersion kindergarten class in September 1993. A belief in the need to increase students'

ED 415 078 RC 021 348

Bachelder, Ann; Markel, Sherry
An Initial Exploration of the Navajo Nation's Language and Culture Initiative.
PUB DATE- 97
NOTE- 10p.; In: Teaching Indigenous Languages; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- American Indian Culture; American Indian Education; Bilingual Education; Community Attitudes; Cultural Education; Cultural Maintenance; *Educational Attitudes; Elementary Secondary Education; *Language Attitudes; *Native Language Instruction; *Navajo; *Navajo (Nation); Questionnaires; Surveys

This paper presents some preliminary findings from an opinion survey on the nature and depth of language and cultural studies to be included in school curricula as required by the Navajo Tribe's Language and Culture Mandate (1984). A 10-question survey was sent to 20 elementary and secondary schools in the Navajo Nation in New Mexico and Arizona. In addition, 21 attendees of the Navajo Studies Conference in Albuquerque participated in the survey. The 37 respondents included community members and teachers ranging in age from 14 to over 65. Respondents felt that Navajo or tribal elders should teach Navajo language and culture and that language arts and social studies were the top choices for curriculum expansion. Sixty-two percent felt that daily instruction was necessary and that students should be competent or fluent in Navajo. Most participants felt that parental/clan involvement was necessary and that parents should be taught Navajo language and culture so they could support and teach their children. They also felt that religion and ceremonial instruction were best taught outside of school. Although the survey showed that members of the Navajo nation are very concerned with the education of their children, opinions on the means and goals of education are not consistently shared. An appendix includes the survey questionnaire. (SAS)

ED 415 079 RC 021 349

Stiles, Dawn B.
Four Successful Indigenous Language Programs.
PUB DATE- 97
NOTE- 16p.; In: Teaching Indigenous Languages; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; Bilingual Education Programs; Case Studies; Community Involvement; *Cree; Culturally Relevant Education; Elementary Secondary Education; Foreign Countries; *Hawaiian; Immersion Programs; Indigenous Populations; Language Maintenance; *Maori; *Native Language Instruction; Preschool Education; Program Descriptions
IDENTIFIERS- Endangered Languages; *Hualapai; *Program Characteristics

This paper examines four indigenous language programs to compare common components, problems, and outcomes. The programs are Cree Way in Quebec, Canada, Hualapai in Arizona, Te Kohanga Reo (Maori) in New Zealand, and Punana Leo (Hawaiian) in Hawaii. These programs were chosen for four characteristics: (1) the

(141)
DESCRIPTORS- *College Curriculum; *Curriculum Development; Educational Change; Educational Innovation; Educational Strategies; *Engineering Education; Faculty Development; Higher Education; *Mathematics Curriculum; *Science Curriculum; *Technology Education; Undergraduate Study
IDENTIFIERS- *Project kaleidoscope

Project Kaleidoscope (PKAL) focuses on transforming undergraduate science, mathematics, engineering, and technology programs and draws faculty from across disciplinary lines. The project report provides an overview of the project; a section that traces the project from problem definition to project conclusion and discusses administrative pitfalls; details on the background and origins of the project categorized by phases with a focus on organization, policies, and funding; a full description of the project and its workshops, colloquia, consultant program, publications, and faculty; and an evaluation and project results organized into national and local sections. (DDR)

ED 415 098 SE 061 025

Greenes, Carole E.
Project FOCUS.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; *Concept Formation; *Educational Change; Educational Strategies; Higher Education; Intermediate Grades; *Mathematics Curriculum; Program Descriptions; *Remedial Instruction; Secondary Education; Undergraduate Study

Project FOCUS has developed seven mathematics Instructional Modules, each of which focuses on a specific mathematical concept and related skills. The modules are: "Integers and Computation with Integers"; "Fractions and Computation with Fractions"; "Decimals and Computation with Decimals"; "Ratio, Proportion and Percent"; "Graphs and Their Interpretation"; "Variables and Equations"; and "Problem Solving." For each of the modules, there is an "Instructor's Guide" that contains pretests and posttests, a reproduction of the student module with complete answers, and suggestions of ways to impplement the program. The FOCUS modules, developed by mathematics education faculty at Boston University (Massachusetts), are designed for college students in need of remediation in mathematics. This project report provides an overview of the project; a section tracing the project from problem definition to project conclusion with a discussion of administrative pitfalls; information on the background and origins of the project organized into phases with a focus on organization, policies, and funding; a full description of the project and its workshops; and an evaluation and project results. (DDR)

ED 415 099 SE 061 026

White, Jennifer Meux; Hosoume, Kimi
Enhancing Science and Mathematics Education for Child Care Providers and Preschool Teachers.
SPONS. AGENCY- Fund for the Improvement of Postsecondary

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Active Learning; *Classroom Environment; Concept Formation; *Constructivism (Learning); Educational Strategies; Elementary Secondary Education; *Prior Learning; Science Curriculum; *Student Evaluation; Teacher Education

The purpose of this study is to describe the assessment environment in constructivist-oriented science, technology, and society (STS) classrooms. Data were gathered from in-depth interviews and subjected to a constant comparative analysis associated with a grounded theory model. Three themes emerged from the analysis: (1) a description of the assessment environment; (2) the variety of assessments used by teachers; and (3) the use of higher order thinking skills in assessments. Implications for pre-service teaching include the development of inclusion of constructivist assessment practices in science courses, the observation of classrooms where constructivist assessment practices are currently in use, and further exploration of various types of assessments. The research design uses the goals and tenets of the Iowa Scope, Sequence, and Coordination (SS&C) project and draws on the ideas of active learning, prior knowledge, and learner responsibility. Contains 58 references. (Author/DDR)

ED 415 119 SE 061 124

Mathematics Equals Opportunity.
PUB DATE- 97
NOTE- 30p.; White Paper prepared for U.S. Secretary of Education, Richard W. Riley.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Algebra; *Attendance; College Preparation; *Equal Education; *Government Publications; Grade 8; Grade 9; *Mathematics Achievement; Mathematics Curriculum; *Mathematics Education; *Parent Participation; Science Education; Secondary Education; Socioeconomic Status; Student Attitudes

Mastering mathematics has become more important than ever in the United States. Students with a strong grasp of mathematics have an advantage in academics and in the job market. The eighth grade is a critical point in mathematics education. Achievement at that stage clears the way for students to take rigorous high school mathematics and science courses which are the keys to college entrance and success in the labor force. This report highlights the key findings that: (1) students who take rigorous mathematics and science courses are much more likely to go to college than those who do not; (2) algebra is the gateway to advanced mathematics and science in high school, yet most students do not take it in middle school; (3) taking rigorous mathematics and science courses in high school appears to be especially important for low-income students; (4) despite the importance of low-income students taking rigorous mathematics and science courses, these students are less likely to take them; (5) mathematics achievement depends on the courses a student takes, not the type of school the student attends; (6) students whose parents are involved in their school work are more likely to take challenging mathematics courses early in their academic careers; and (7) results of the Third Mathematics and Science Study (TIMSS) reveal that the middle school mathematics curriculum may be the weak link in the education system in the United States. The next steps that can be taken by educators, policymakers, community members, and parents are also listed. Contains 15 references. (Author/ASK)

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activism; Advocacy; *Children; *Citizen Participation; Food; Foreign Countries; High Schools; *Hunger; *Justice; Nutrition; *Poverty; Social Action; Social Studies; Teaching Guides; World Problems

This curriculum is designed to introduce students to the issues of world hunger and children's rights. The curriculum includes more than enough material for two hour-long lessons. Each lesson can stand on its own; however, the interrelated nature of the topics lends itself to presenting both parts of the packet. If time is limited, suggestions are provided in each lesson regarding which sub-sections might be combined to create shorter lessons. Cross-references are made from one unit to the other. The lessons include: (1) "Children and Hunger"; (2) "Children and Justice"; (3) "Students CAN Make a Difference"; and (4) "Additional Resources." The purpose of the lessons is to promote awareness and social action for positive change. The teacher's role in encouraging proactive responses will help empower children to action. It is this action, not guilt, that the curriculum strives to foster. (EH)

ED 415 143 SO 027 870

Mayton, Daniel M., II; Lerandeau, Elizabeth A.
Values as Predictors of Global Consciousness.
PUB DATE- 96
NOTE- 13p.; Paper presented at the Annual Meeting of the International Congress of Psychology (26th, Montreal, Quebec, Canada, August 17, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Attitude Measures; Citizenship Education; *Concept Formation; *Conflict Resolution; *Global Approach; Global Education; High Schools; Higher Education; Opinions; *Peace; Prosocial Behavior; *Student Attitudes; *Values

This study assessed the relationships between human values and the psychological construct of world-mindedness. Fifty-one college students and 58 high school students in a town in the Pacific Northwest completed the Values Questionnaire (Schwartz, 1992, 94) and the Cross-cultural World-mindedness Questionnaire (Der-Karabetian, 1992). A stepwise multiple regression equation was computed with the value types of universalism, security, and power being significant predictors of world-mindedness. The results validate the psychological conceptualization of world-mindedness as a value issue. The implications of this type of global consciousness are discussed in terms of the maintenance of the world ecosystem, immigration trends, and the proliferation of nuclear weapons. (Author/EH)

ED 415 144 SO 027 871

Kelahan, Brian, Ed.; Penn, Marni, Ed.
Spotlight on the Muslim Middle East - Crossroads. A Student Reader and Teacher's Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners)

(3) "South Africa: Free at Last!" an activity where students read an article concerning the triumph and challenges of South Africa's new multiracial government and then respond to questions. (EH)

ED 415 166 SO 028 323

Tancig-Brown, Juana
South Africa In Transition, Curriculum Units and Study Guide, Grades 6-8. Fulbright-Hays Summer Seminar Abroad 1996 (South Africa).
PUB DATE- 96
NOTE- 67p.; Some materials may not photocopy well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Studies; *Apartheid; Black Studies; Foreign Countries; Grade 6; Grade 7; Grade 8; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Peace; *Racial Discrimination; *Racial Segregation; Social Studies; Teaching Guides
IDENTIFIERS- *South Africa

This curriculum unit is designed to allow students to evaluate the social, cultural, political, and economic changes occurring in South Africa. Specially prepared portfolios serve as mini-museums and historical archives for study. Examples of historical and contemporary popular culture are included. Numerous documents, activities and resources are offered, along with study questions and information for additional inquiry. (EH)

ED 415 167 SO 028 324

Giampaolo, Chloe
Journey to South Africa: A Cultural Experience, Grade 7. Performance-Based Instructional Task. Fulbright-Hays Summer Seminar Abroad 1996 (South Africa).
PUB DATE- 96
NOTE- 53p.; Some materials may not photocopy well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Studies; *Apartheid; Black Studies; Foreign Countries; Grade 7; Instructional Materials; Interdisciplinary Approach; Junior High Schools; Peace; *Racial Discrimination; *Racial Segregation; Simulation; Social Studies; Teaching Guides
IDENTIFIERS- *South Africa

This interdisciplinary two-week unit simulates a trip to South Africa as part of a U.S. delegation sent to observe what is happening politically, economically, and culturally in the post-apartheid transition. Students explore and experience a number of real-life events and situations which might be encountered on an actual trip. The tasks incorporate the disciplines of social studies, reading, English, mathematics, science, and health. (EH)

ED 415 168 SO 028 325

Warnsley, Johnnye R.
Reflections on Apartheid in South Africa: Perspectives and an Outlook for the Future. A Curriculum Unit. Fulbright-Hays Summer Seminar Abroad 1996 (South Africa).

PUB DATE- 95
NOTE- 47p.; For other annual surveys, see SP 037 690-697.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Elementary Secondary Education; *Employment Opportunities; *Employment Patterns; *Public School Teachers; *Public Schools; School District Size; Special Education Teachers; State Surveys; Tables (Data); *Teacher Shortage; *Teacher Supply and Demand; Teaching (Occupation)
IDENTIFIERS- *Kansas

This 16th annual survey examined teacher and school administrator supply, employment opportunities, and differences by region and school district size. Questionnaires were sent to the Kansas Unified School District superintendents; nonrespondents were surveyed by telephone. Usable results came from all 304 school districts. For special educators, data were sought about vacancies not included in any special education cooperative; data about special education cooperative vacancies came from the Kansas Department of Education special education vacancy report. The results were organized to show numbers of vacancies and perceived teacher supply by geographic region and school district size. The study found: a surplus of elementary classroom and physical education teachers, a slight shortage to adequate supply of secondary teachers, an adequate supply to slight surplus of administrators, and a shortage of special educators; similar elementary employment opportunities throughout regions and by district size; similar secondary and administrative opportunities by region but differing by district size; and similar special education opportunities in all regions. Seven appendixes include data on students completing preparation for teacher certification at different types of institutions, a map of Kansas geographic regions, a sample pre-survey letter, and a sample questionnaire. (Contains 3 charts and 7 tables). (SM)

ED 415 190 SP 037 696

Teacher Supply and Demand in Kansas Public Schools. Seventeenth Annual Survey.
PUB DATE- 96
NOTE- 60p.; For other annual surveys, see SP 037 690-697.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Elementary Secondary Education; *Employment Opportunities; *Employment Patterns; *Public School Teachers; *Public Schools; School District Size; Special Education Teachers; State Surveys; Tables (Data); *Teacher Shortage; *Teacher Supply and Demand; Teaching (Occupation)
IDENTIFIERS- *Kansas

This 17th annual survey examined teacher and school administrator supply, employment opportunities, and differences by region and school district size. Questionnaires were sent to the Kansas Unified School District superintendents; nonrespondents were surveyed by telephone. Usable results came from all 304 school districts. For special educators, data were sought about vacancies not included in any special education cooperative; data about special education cooperative vacancies came from the Kansas Department of Education special education vacancy report. The results were organized to show numbers of vacancies and perceived teacher supply by geographic region and school

ED 415 208 SP 037 717

Excellence & Accountability in Teaching. A Guide to U.S. Department of Education Programs and Resources.
PUB DATE- 97
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accountability; Educational Quality; Educational Resources; Elementary Secondary Education; *Excellence in Education; *Federal Programs; *Grants; Higher Education; Information Sources; Public Education; Teacher Education; Teacher Effectiveness; Teacher Qualifications
IDENTIFIERS- *Department of Education

This guide identifies major U.S. Department of Education programs and resources that are available to support school, community, university, and state efforts to invest in good teachers and good teaching. Part 1 places the issue of teacher quality in the context of broad trends in public education and presents some key challenges identified by the President and the National Commission on Teaching and America's Future. Part 2 offers charts to identify Department of Education programs that contribute to efforts toward meeting each of five key challenges for promoting excellence and accountability in teaching. Part 3 presents Department of Education programs and resources, focusing on formula grant programs, competitive grant programs, and Comprehensive Regional Assistance Centers. An appendix presents other significant resources, including current or upcoming Department of Education resource competitions and a description of resources. (SM)

ED 415 209 SP 037 718

Ingersoll, Richard M.
An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey. Working Paper Series.
SPONS. AGENCY- American Institutes for Research, Washington, DC.
PUB DATE- 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Research; *Elementary School Teachers; Elementary Secondary Education; *National Surveys; Research Design; School Personnel; Schools; *Secondary School Teachers; Teacher Supply and Demand; *Teaching (Occupation)
IDENTIFIERS- *Schools and Staffing Survey (NCES)

This paper outlines an agenda of research on teachers and schooling utilizing the National Center for Education Statistics Schools and Staffing Survey (SASS). SASS focuses on teachers and schools, and consists of linked surveys of schools, districts, principals, and teachers. The primary purpose of this paper is to revisit the genesis of SASS in order to provide an agenda and outline of research issues for which SASS data could be used. Section 1 explains the rationale for SASS, which grew out of the national school reform movement of the 1980s and the need for information and data on U.S. schools and teachers. Section 2 examines the design of SASS (teacher and school samples, multiple respondents, state data, triennial cycle, and supplements). Section 3 describes research using SASS, noting the research agenda and specific research topics: teacher shortages, teacher demand and recruitment, teacher turnover and attrition, problems and prospects of

There were no significant differences on the mastery motivation component and the four other subscales. Grade point average positively correlated with mastery motivation for both sexes. Autonomous judgement significantly correlated with grades for girls but not boys. Overall, boys and girls had similar intrinsic motivation. (Contains 2 tables and 13 references.) (Author)

ED 415 226 SP 037 742

Abdal-Haqq, Ismat
Professional Development Schools: Weighing the Evidence.
PUB DATE- 98
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *College School Cooperation; Computer Assisted Instruction; Diversity (Student); Educational Change; Educational Finance; Educational Technology; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; Equal Education; Faculty Development; Higher Education; Inservice Teacher Education; Integrated Services; Parent Participation; Parent School Relationship; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Program Development; Secondary School Students; Secondary School Teachers; Teacher Improvement; Time

This book examines U.S. progress in revitalizing teacher education and reforming K-12 education via Professional Development Schools (PDS's). The book discusses whether PDS's are: improving K-12 curriculum and instruction through faculty development; making substantive, positive differences in students' learning levels; addressing the needs of marginalized or vulnerable learners; merging with other reform initiatives; and meeting time and financing challenges. Data come from mainstream and fugitive sources, including student interviews and followup studies with teacher education graduates; surveys with preservice teachers on attitudes, beliefs, and self-efficacy; and reviews in student journals. Chapter 1 examines features and practices characterizing initial teacher preparation and professional development for teachers in PDS's, considering the impact of teacher development on participants. Chapter 2 examines activities, characteristics, and outcomes of PDS programming that target student achievement, discussing inquiry in PDS's and inquiry about PDS effectiveness. After summarizing major concepts that define teaching and learning in PDS's, the chapter describes programs that attempt to implement practices reflecting these concepts and themes. Chapter 3 examines problems of time and financing in PDS's, exploring additional fiscal and human resources necessary to start up and sustain them. Chapter 4 summarizes the benefits of parent involvement, integrated services, and technology infusion, examining the extent to which PDS programming incorporates them. Chapter 5 describes the extent to which equity of diversity-related programming and practices in PDS's reflects unequal power relationships between and within schools and universities and between historically dominated groups and schools, universities, and society. (Contains 149 references.) (SM)

ED 415 227 SP 037 743

Sharma, Motilal

ED 415 244 TM 027 906

Wilson, Jeni
Beyond the Basics: Assessing Students' Metacognition.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the Hong Kong Educational Research Association (14th, Hong Kong, November 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Definitions; *Educational Assessment; *Elementary School Students; Evaluation Methods; Grade 6; Intermediate Grades; Interviews; *Mathematics Education; *Metacognition; Pilot Projects; *Problem Solving; *Student Evaluation
IDENTIFIERS- Open Ended Questions; *Self Report Measures

This paper is concerned with the assessability of metacognition, asserting that unless metacognition can be assessed, then it will never be considered a legitimate part of curriculum. The paper focuses on a pilot study conducted with grade-six students in the curriculum domain of mathematics. It reports the results of student questionnaires and interviews that asked students to describe what they did when they solved open-ended mathematics questions. Questionnaires were completed by 15 sixth graders from 2 schools, and 5 students participated in interviews. The pilot study was planned to highlight key aspects of students' metacognitive thinking, but it also raised important methodological questions about the validity of assessments of student thinking. Existing definitions of metacognition appear to be imprecise and difficult to interpret in operational terms. However, self-reporting appears to be a valid method for researching metacognition when used in conjunction with other reliable methods and checking procedures. An appendix presents a table of metacognitive behavior. (Contains 2 figures, 1 table, and 68 references.) (Author/SLD)

ED 415 245 TM 027 907

Mashhadi, Azam
Complementary, Not Contradictory: The Spurious Conflict between Qualitative and Quantitative Research Methodologies.
PUB DATE- 96
NOTE- 10p.; Paper presented at the Conference on Educational Research (Singapore, November 25-29, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anthropology; *Educational Research; *Phenomenology; *Psychometrics; *Qualitative Research; *Research Methodology; Researchers; *Statistical Analysis

R. Zubir and M. Pope (1984) and K. Howe (1985, 1988) have argued against the "tyranny of methodological dogma" and that the division between quantitative psychometric and qualitative phenomenological and anthropological traditions is unnecessary. The postmodern self-consciousness of educational research has resulted in the realization that there is an unavoidable interaction between the researcher and the researched. In a similar way, modern physics acknowledges that it is not a mirror of nature but a "myth" about it (R. Rorty, 1989). The history of science is arguably not a history of discovery, but

ED 415 264 TM 027 965

Webb, Paula Bauer; Pugh, Ava F.
The Impact of Project 2061 on Science Education in Northeastern Louisiana Classrooms.
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (26th, Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Change; Elementary Secondary Education; Program Effectiveness; Program Evaluation; *Science Education; Science Teachers; *Teacher Characteristics; Teaching Methods
IDENTIFIERS- *Louisiana; *Project 2061 (AAAS)

Project 2061, a broad-based science reform movement, was launched by the American Association for the Advancement of Science, the Carnegie Corporation of New York, and the Andrew W. Mellon Foundation to define the fundamental science and mathematics American students should know. A second phase of Project 2061 translated the defined learning goals to curricula for grades 2, 5, 8, and 12, and a third phase is the current collaboration of scientific organizations and others to turn the curriculum blueprints into lasting educational practice. This study examined the impact of Project 2061 on science education in northeastern Louisiana schools. Ninety-seven teachers of science from 10 schools completed a survey. Only 3% had a background in pure and applied science, but 88% had an education degree. Forty-four percent of these teachers taught in grades K though 3, and 35% taught grades 4 through 6. Twenty-nine percent taught at the middle school or high school levels. The following conclusions were made: a majority of these teachers recognized the importance of science education; all of the pedagogies suggested by Project 2061 had been used to varying degrees in these schools; the teachers were fairly knowledgeable about the Louisiana program that launched Project 2061 in the state. However, money for science equipment and supplies was inadequate. Recommendations to implement Project 2061 to a greater degree, and to improve science education in Louisiana are presented. (Contains 7 tables and 30 references.) (SLD)

ED 415 265 TM 027 966

McLean, James E.; Ernest, James M.
Has Testing for Statistical Significance Outlived Its Usefulness?
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (26th, Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criteria; Decision Making; *Research Methodology; *Sample Size; *Statistical Significance; *Test Use
IDENTIFIERS- *Research Replication

The research methodology literature in recent years has included a full frontal assault on statistical significance testing. An entire edition of "Experimental Education" explored this

Miwa, Keiko
New York State Tech-Prep: Results of a State-Wide Evaluation.
PUB DATE- 97
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Education; *College School Cooperation; Curriculum; Financial Support; *High School Students; High Schools; Higher Education; *Integrated Curriculum; Program Evaluation; Special Needs Students; *State Programs; Surveys; *Tech Prep; *Technical Education
IDENTIFIERS- *New York; Stakeholders

New York State Tech-Prep is a joint-secondary-higher-education program with the objective of providing students with rigorous technical and academic skills. Currently 30 Tech-Prep consortia operate across the state. In 1996, the state commissioned an evaluation of its Tech-Prep programs. This report summarizes information from the first study that was part of the evaluation, a state-wide description of efforts on behalf of Tech-Prep, including a general description of students, curriculum practices, and stakeholder perceptions. Data were collected from stakeholders in each of the 30 consortia through written surveys and focus groups at each site. Survey responses were received from 23 consortium directors, 296 high school teachers, 79 high school teachers of special needs students, 70 high school administrators, 73 guidance counselors, 865 high school students, 65 special-needs high school students, 40 post-secondary administrators, 26 admissions staff, and 57 post-secondary students. Tech-Prep was perceived as providing a positive contribution to students, staff, and the community. Students found the classes interesting, and staff felt that Tech-Prep helps orient students toward the workplace. Administrators also thought that Tech-Prep improved relationships among schools, the community, and businesses. As part of the evaluation, participants and stakeholders identified some barriers to program success, citing the need for increased financial support in particular. Two appendixes discuss survey methodology and respondents and interview methodology and respondents. (Contains 29 tables.) (SLD)

ED 415 284 TM 028 030

Barnette, J. Jackson; McLean, James E.
A Comparison of Type I Error Rates of Alpha-Max with Established Multiple Comparison Procedures.
PUB DATE- 97
NOTE- 36p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; *Comparative Analysis; Monte Carlo Methods; *Probability; Sample Size; Simulation
IDENTIFIERS- *Alpha Max; Bonferroni Procedure; Multiple Comparisons; Omnibus Tests; *Type I Errors

J. Barnette and J. McLean (1996) proposed a method of controlling Type I error in pairwise multiple comparisons after a significant omnibus F test. This procedure, called Alpha-Max, is based on a sequential cumulative probability accounting procedure in line with Bonferroni inequality. A missing element in the discussion of Alpha-Max was the empirical determination

DESCRIPTORS- *Assembly Programs; *Conflict Resolution; Cooperation; *High School Students; High Schools; Leadership; *Prevention; Program Development; Program Implementation; School Safety; *Student Participation; Training; *Violence
IDENTIFIERS- *Respect

The Days of Respect program is a collaboration of students, parents, and teachers working together to end verbal, emotional, sexual, and physical harassment and abuse in the school community by bringing people together to plan, train each other, and then to facilitate a multi-day school-wide Days of Respect. The program achieves its goals by cultivating a school-wide commitment to respectful behavior. Students are the keys to the Days of Respect program, and they are expected to take leadership in all parts of the work. This manual provides all the information needed to organize a Days of Respect program. Implementing a Days of Respect program is described through the following steps: (1) presenting the idea to the administration and staff; (2) choosing organizers and creating a steering committee; (3) conducting surveys and creating an assembly committee; (4) creating a provisional plan and beginning the assembly process; (5) conducting a presentation for teachers; (6) finalizing the plan; (7) selecting students for the assembly and small groups; (8) training the steering committee; (9) training facilitators; (10) conducting the Days of Respect event; and (11) holding a followup meeting and making continuation plans. Attachments include handouts, exercises, letters, and surveys for program development. (SLD)

ED 415 302 UD 032 080

Howell, James C.
Juvenile Justice & Youth Violence.
PUB DATE- 97
NOTE- 257p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Delinquency; *Delinquency Prevention; Drug Use; Elementary Secondary Education; Federal Legislation; *High Risk Students; Juvenile Gangs; *Juvenile Justice; Program Development; Rehabilitation; Social Problems; Tables (Data); Urban Youth; *Violence; Youth Problems
IDENTIFIERS- Juvenile Justice Delinquency Prevention Act 1974

Youth violence and the juvenile justice system in the United States are explored. Part 1 takes stock of the situation. The first chapter discusses the origins and evaluation of the juvenile justice system, and the second considers the contributions of the Federal Juvenile Justice and Delinquency Prevention Act to the existing juvenile justice system. Chapter 3 begins an analysis of youth violence and the responses of society that continues in chapters 4 and 5. Chapter 5 reviews a major change in the administration of juvenile justice that has resulted in the transfer of adolescents to the adult criminal justice system and confinement in adult prisons. Part II of the book proposes modifications to U.S. delinquency policies, reviewing current knowledge about youth gangs and drug trafficking. Chapter 8 presents a methodology for improving understanding of risk factors for youth violence, and chapter 9 recommends a strategy for dealing with serious and chronic delinquency. Overall, the analysis shows that the juvenile contributions to violence in the United States are small, and that, with the exception of homicide, a significant increase has not occurred. Most of the increase that is found may be accounted for by juvenile gangs. A comprehensive strategy for

A sample of 107 eighth graders from a large urban middle school in the Midwest was administered the Millon Adolescent Personality Inventory (MAPI) to determine its utility in predicting grades earned, attendance, and social competence. The results of hierarchical multiple regression analysis indicated that the MAPI coping patterns significantly predicted social competence. Two specific MAPI coping patterns helped explain some of the variance of average grades. Female students received significantly better grades. Results are discussed in terms of the utility of the MAPI, the MAPI coping patterns, and T. Millon's biosocial learning theory in explaining urban middle school competence. As expected, the active-dependent, sociable, gregarious, talkative coping pattern had a strong positive association with social competence. The passive-independent, confident, narcissistic pattern also had a strong positive relationship to urban middle school competence, while an active-detached, avoidant coping pattern was associated with low ratings of social competence. The active-ambivalent, moody, negativistic coping pattern was also negatively related to social competence. These results are to some degree consistent with other studies of adolescent coping. (Contains 1 figure, 3 tables, and 30 references.) (SLD)

ED 415 321 UD 032 103

U.S. Commission on Civil Rights' 40th Anniversary: The Road Ahead for Civil Rights. A Civil Rights Symposium.
PUB DATE- 97
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Civil Rights; Civil Rights Legislation; Educational History; Elementary Secondary Education; Essays; *Ethnic Groups; Federal Government; *Government Role; *Minority Groups; Moral Values; Public Agencies; Racial Integration; *Racial Relations; *United States History; Urban Problems
IDENTIFIERS- *Commission on Civil Rights

This special theme issue of the newly titled "Civil Rights Journal" (previously titled "Perspectives"), commemorates the 40th anniversary of the U.S. Commission on Civil Rights by presenting a written symposium that offers a wide range of perspectives on civil rights realities and the future of civil rights. Three context-setting articles introduce brief viewpoint essays by a number of leaders and contributors in the field of civil rights. The first, "The Civil Rights Commission: The First 40 Years" by Hugh David Graham, traces the history of the U.S. Commission on Civil Rights. The second, "A Task that Remains: Racial Reconciliation" by C. Eric Lincoln, links key aspects of the civil rights movement to current developments, and the third, "Civil Rights and the Sacred Truth" by Rabbi Marc Gellman focuses on the moral dimensions of civil rights. The symposium then presents the views of 28 leaders of the civil rights movement about what they consider to be the most pressing problems in the nation. These statements are followed by short essays by 30 scholars, journalists, and literary figures on how current civil rights conflicts are shaping the directions of intergroup relations in the United States. An editorial by Wayne Greenshaw, "Turning Point: Selma," comments on the career of civil rights leader John Lewis. (SLD)

ED 415 322 UD 032 104

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Software; *Computer Uses in Education; Curriculum Development; Educational Technology; Faculty Development; *Inservice Teacher Education; *Instructional Materials; Intermediate Grades; Junior High Schools; Microcomputers; *Middle Schools; Science Education
IDENTIFIERS- *Computer Use; *Middle School Teachers; Technology Utilization

Much has been studied and written in the last several years about computer technology in the classroom, teacher training in computer applications, and teacher use of the computer in the classroom. An evaluation was conducted of a school-based computer course on classroom applications with an emphasis on science material above elementary level. The course was designed to provide teachers with a preliminary knowledge of the Macintosh computer, available software, and applications. A pre-test, post-test, and computer course evaluation was given to 19 middle school teachers in a suburban New Jersey school to determine whether a correlation exists between in-house computer training and teachers' computer use in the classroom. The findings indicate that a correlation exists and that the participants liked taking the course and now have a better understanding of how to use the computer as a teaching tool. Appendices include a request for permission from the instructor of the in-house computer class; teachers' computer assessment questionnaire, computer course assessment, and evaluation of instructor and course; and e-mail requests and responses for permission to use other scholars' related papers. (Contains 33 references.) (Author/SWC)

ED 414 877 IR 018 645

Berg, Susan; Benz, Carolyn; Lasley, Tom; Raisch, Dan
The Coordinators and the Teachers: A Description of Exemplary Use of Technology in Elementary Classrooms.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); Change; *Computer Uses in Education; Curriculum Development; Desktop Publishing; Educational Strategies; *Educational Technology; Elementary Education; *Elementary School Curriculum; Hypermedia; *Instructional Design; *Instructional Effectiveness; Internet; *Microcomputers; Multimedia Materials; Problem Solving; School Districts
IDENTIFIERS- *Technology Coordinators; Technology Integration

While the computer chip is revolutionizing society as a whole, its effects on education remain limited. This paper identifies and describes how exemplary elementary school teachers in Southwestern Ohio use technology in the classroom, and provides a model for the development of tomorrow's classrooms. Qualitative and quantitative data collection was conducted over a 6-month period in 1996-97. In Phase 1, 42 school district technology coordinators identified exemplary uses of technology in elementary classrooms, and named exemplary technology-using teachers. In Phase 2, 59 teachers identified as exemplary technology-users were surveyed, with questions based on information gathered in Phase 1. Seven general areas emerged as being most important to the technology coordinators: the

for any public library setting. The resources have been evaluated and chosen to answer basic questions and to serve as entry points into the greater body of literature on the topic. The pathfinder is organized so that readers may progress from general information sources to those that will answer more detailed questions. Resources are organized by category: Overview of Alternative Education; Personal Accounts and Narratives; Directories and Handbooks; Legal Issues and Curricula Guides; Magazine Articles; Internet Resources; and Organizations. A total of 21 resources are provided, including books, Internet sites, periodical indexes, and organizations. (Author/SWC)

ED 414 896 IR 018 675

Stratford Studios Proudly Liberates Romeo & Juliet CD-ROM .
PUB DATE- 97
NOTE- 0p.; CD-ROM for Macintosh or Windowscomes with printed Teacher's Manual.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Computer Assisted Instruction; Computer Software; Computer Uses in Education; Educational Technology; *English Instruction; English Literature; Literature Appreciation; Multimedia Materials; Online Systems; Optical Data Disks; Secondary Education
IDENTIFIERS- *Romeo and Juliet; Shakespeare (William)

This CD-ROM product is an interactive supplement to Shakespeare's text of "Romeo and Juliet." It contains an interactive cast of characters and the entire script of the play with an accessible audio performance. Other features include: "Dr. Wacko"--a feature that calls the student's attention to the more subtle nuances of the plot by asking questions, suggesting motivations, and introducing pertinent literary themes; "Screening Room"--where teen critics review the plot using age-appropriate language; "Myrna, the Director"--who provides a plot summary for every scene; and "Lester, the Jester"--who serves as an interactive help function. The program also includes games, which can serve as practice or an alternative to quizzes and tests, and studios, were students can use higher level thinking skills to create original casts and costumes and write a sequel to the play. The program helps students build skills in creative writing, reading comprehension, character analysis, and literary interpretation. It also teaches and tests knowledge of poetic devices, vocabulary, cultural context, characterization, and key plot issues. The teaching guide describes the program and provides a 20-day curriculum guide with goals and activities. Teacher resources include a compilation of Dr. Wacko's questions, arranged by act and scene; vocabulary terms listed by act; and a list of suggested projects and writing assignments. (SWC)

ED 414 897 IR 018 676

Stammen, Ronald M.
Web Pages Created Via SCID Process.
SPONS. AGENCY- U.S. West Foundation.
PUB DATE- 97
NOTE- 16p.; Paper presented at the American Vocational Association National Convention (Las Vegas, Nevada, December 10-

unified, and proactive information infrastructure for the learning organization of the future. The explosive growth rate of the body of accumulated knowledge and increasingly powerful information technology and computing tools have exceeded the capabilities of traditional approaches to cataloging and collection management. In the new millennium, the ability to find and integrate relevant existing knowledge is the new limiting factor on the rate of scientific and commercial innovation. This report describes the Continuity Project and contains the following sections: Project Overview; Project Update; Project's Inspiration; Philosophy Behind the Project; Need and Prospects for the Project; Desiderata; Scenario--illustrating system capabilities; Simulated User Session; We Can Build It; Director-- personal description; Project Advisory Board; Managing the Project; Common Concerns--questions and answers; Project on the Web--description of further information on the Web; and the project director's resume. (SWC)

ED 414 914 IR 056 772

LaFaro, Lydia E., Ed.
AAA Rated: Unscrambling the Bond Market. RUSA Occasional Papers, Number 22.
PUB DATE- 97
NOTE- 40p.; RUSA (Reference and User Services Association) Occasional Paper Number 22 is a continuation of the RASD (Reference and Adult Services Division) Occasional Paper Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business; Financial Services; *Investment; Librarians; *Library Services; *Money Management; *Reference Services; User Needs (Information)
IDENTIFIERS- *Bond Ratings; *Bond Sales

Many people are investing these days, but many librarians, especially non-business librarians, are uncomfortable helping patrons with questions on the subject. This reference guide gives librarians the knowledge and confidence to assist patrons in identifying the correct information in a critical but little understood investment area--the bond market. Written in an easily understandable style, this guide provides the basic background information on: what a bond is; how to distinguish between different types of bonds; how bonds are rated; how to evaluate bonds and track their performance; and useful reference sources. The following sections are included: "Introduction" (Lydia E. LaFaro); "Bonds and the Bond Market" (Louise Klusek); "Bond Ratings" (Steven L. Lubetkin); "Sources of Bond Information" (Louise Klusek); "Bibliography of Bond Information Sources" (Louise Klusek); "Listing of Major Bond Indexes" (Gary White and Craig Wilkins); and "Glossary of Bond Terms" (Gary White, Tom Mirkovich, and Craig Wilkins). Included is a comprehensive list of the most useful reference sources on bonds, and an extensive glossary of terms related to the bond market. (SWC)

ED 414 915 IR 056 773

Council on Library and Information Resources Annual Report 1996-1997.
PUB DATE- 97

Language (SGML); text encoding initiative; encoded archival description (EAD); other applications of SGML; the relationship between SGML, HTML (HyperText Markup Language) and XML (Extensible Markup Language); SGML and new models of scholarship; and making SGML work effectively. Long before digital libraries became popular, live electronic text was being created for many different purposes, most often, with word processing or typesetting programs. Other electronic texts were created for the purposes of retrieval and analysis. Another commonly used method of storing and retrieving information is a relational database, in which data is assumed to take the form of one or more tables consisting of rows and columns. SGML was designed as a general purpose markup scheme that can be applied to any electronic information. In SGML terms, objects within a document are called elements; the syntax allows the document designer to specify all the possible elements as a Document Type Declaration (DTD) which is a kind of formal model of document structure. The formal structure of SGML means that the encoding of a document can be validated automatically, a process known as parsing. The humanities computing community was among the early adopters of SGML. Following a planning meeting at which representatives of leading humanities computing projects were present, a major international project called the Text Encoding Initiative (TEI) was launched. The TEI SGML application is built on the assumption that all text share some common core of features to which can be added tags for specific application areas. Another SGML application which has attracted a lot of attention in the scholarly community and archival world is the Encoded Archival Description (EAD). Attention must now turn to making SGML work more effectively. (AEF)

ED 414 933   IR 056 791

Hollas, Eric
Technical Standards and Medieval Manuscripts.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Cataloging; Databases; Electronic Publishing; Guidelines; Higher Education; Information Sources; Information Technology; Libraries; Library Collections; *Medieval History; *Medieval Literature; Online Catalogs; Programming Languages; Scholarly Journals; Standards; Technological Advancement; User Needs (Information)
IDENTIFIERS- Electronic Resources; Manuscript Collections; MARC; *Middle Ages; SGML

Even though medieval manuscripts represent the most voluminous surviving artifact from the Middle Ages, the very nature of this resource presents challenges for usage. In an effort to preserve medieval manuscripts and to create broader and more economical access to their contents, many libraries have in recent decades sought to provide filmed copies of their manuscripts to users. Existing and emerging electronic technologies present numerous opportunities for overcoming challenges and underscore the need to create a long-term vision for "Electronic Access to Medieval Manuscripts." Computer cataloging projects and other databases from manuscript institutions around the world represent an enormous advancement

Benamati, Dennis C.; Schultze, Phyllis A.; Bouloukos, Adam C.;
Newman, Graeme R.
Criminal Justice Information: How To Find It, How To Use It.
PUB DATE- 98
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Change; Crime; *Criminal Law; Criminology; Electronic Text; Full Text Databases; Information Retrieval; *Information Seeking; *Internet; Law Enforcement; Law Related Education; Library Catalogs; Online Searching; Online Systems; Public Agencies; *Research; Research Methodology; *Research Tools; Search Strategies; User Needs (Information)
IDENTIFIERS- *Criminal Justice; *Legal Research

The criminal justice world is brimming with new information, statistics, analyses, and findings available in a variety of formats. This resource book offers guidance on finding and evaluating the myriad criminal justice information sources currently available. It guides the researcher toward a wide variety of information resources, including print, electronic, and online sources, and includes an extensive listing of World Wide Web sites, Internet resources, databases, and other online information available on crime-related topics. The book is divided into the following nine chapters: (1) Criminal Justice Research in an Evolving Information Environment; (2) Locating Authorities and Establishing Professional Connections; (3) Sources of Basic Information; (4) Tools for Identifying, Locating, and Retrieving Books, Documents, and Other Information Sources; (5) Periodicals, News Sources, Indexes, and Abstracts; (6) Statistical Sources; (7) Government Agencies as Generators of Criminal Justice Information; (8) Legal Research; and (9) International Criminal Justice Information. An appendix provides World Wide Web sites related to criminal justice. Includes an index. (SWC)

ED 414 951 IR 056 810

Schneider, Karen G.
A Practical Guide to Internet Filters. A Neal-Schuman Special Report. Neal-Schuman NetGuide Series.
PUB DATE- 97
NOTE- 164p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; Computer Software; *Computer Software Evaluation; Computer Software Reviews; *Computer Software Selection; *Internet; Librarians; *Library Material Selection; Library Role; Pornography
IDENTIFIERS- *Filters

Librarians everywhere are struggling with the difficult issue of whether Internet content can or should be limited in library settings. This book discusses Internet content filters as tools with performance issues. The book does not debate whether Internet filters are good or bad. Rather, it presents basic factual information about filtering needs, tools, and its three teams were effective in that they performed activities in all three team functions, despite the fact that community colleges are generally bureaucratic and their presidents tend to be externally focused. The study also found that the presidents all used collegial frames of reference, which helps explain the effectiveness of the teams. Contains 74 references. Appendixes provide interview consent forms, forms for collecting demographic data, interview questions, a team observation checklist, and study coding schemes. (BCY)

ED 414 970 JC 980 042

WTCS FACTS.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; *Educational Finance; *Enrollment; *Enrollment Trends; Full Time Students; *Institutional Characteristics; Minority Groups; *Program Costs; School Personnel; State Aid; *Student Characteristics; Tuition; Two Year Colleges; Vocational Education
IDENTIFIERS- *Wisconsin Technical College System

This report provides longitudinal data on enrollments, finances, programs, and staff for the 16 campuses of the Wisconsin Technical College System, covering systemwide the period from 1988 to 1997. The following tables are provided: (1) headcount enrollment by aid categories of college parallel, postsecondary (i.e., associate degrees and vocational certificates), continuing education, and community services, 1988-97, and by college, 1996-97; (2) Full-Time Equivalent (FTE) student enrollment by aid category, 1988-97, and by college, 1996-97; (3) enrollments by gender and ethnicity, 1988-97, and by college, 1996-97; (4) special needs enrollments, 1988-97, and by college, 1996-97; (5) graduates by aid category, 1988-97, and by college, 1996-97; (6) graduate employment status, 1987-96, and by college, 1995-96; (7) 1988-97 operational costs by aid category and 1996-97 costs by college; (8) revenues by source, 1988-97, and by college, 1996-97; (9) general state aid, 1988-97, and by college, 1996-97; (10) mill rates, tax levies, and property values, 1989-98, and by college, 1997-98; (11) 1989-98 program fees and out-of-state tuition; (12) 1993-97 customized instruction and technical assistance contracts and contracts by college, 1996-1997; (13) approved programs offered by instructional division, 1988-97, and by college, 1996-97; (14) FTEs and budget for college parallel programs, 1988-97, and by college, 1996-97; (15) headcounts, FTEs, and costs for basic skills courses, 1988-97, and by college, 1996-97; and (16) staff, 1990-97, and by college, 1996-97. Addresses of district offices and campuses and a list of data sources are included. (BCY)

ED 414 971 JC 980 043

Actual 1996-97 Cost Allocation Summary.
PUB DATE- 97
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; Educational Finance; *Enrollment; *Expenditure per Student; *Expenditures; Full Time Equivalency; *Income; *Operating Expenses; *School District

Prepared by California's Los Rios Community College District, this environmental scan summarizes social, economic, and political changes at the national, state, and district levels, focusing on trends in the district's three colleges: American River College, Cosumnes River College, and Sacramento City College. The first section reviews demographic trends, including population changes through 1996 in the Greater Sacramento area, projected changes through 2006, changes in ethnic composition, immigration trends, statewide and Sacramento-area poverty rates, and single-parent households. The next sections analyze the area's economic and employment outlook, reporting data on civilian employment by industry for 1983 and 1997 and projecting employment changes through 2005, and review changing workforce skill requirements in the state and area. The following section presents a market analysis of other educational providers in the area, including data on enrollment, costs at local institutions, strengths and weaknesses of other institutions compared with district colleges, and challenges and opportunities in the future. Next, the report discusses public perceptions of higher education in California, national and state budgets and legislation, and calls for accountability. Changes in district enrollment patterns are then reviewed, including student age and ethnicity. Enrollment projections through 2006 and data tables are provided. (BCY)

ED 414 990 JC 980 065

Glyer-Culver, Betty
Fall 1997 Student Profile.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age; Attendance Patterns; Community Colleges; *Enrollment Trends; *Minority Groups; Profiles; *School Demography; *Student Characteristics; Trend Analysis; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Los Rios Community College District CA

To provide data on student demographics and enrollment trends each year, California's Los Rios Community College District develops a profile of current students. Data are drawn from fall fourth-week census reports completed by the district's three community colleges each September. Data collected for fall 1997 indicated the following: (1) after a three-year decline beginning in 1991, enrollment stabilized in fall 1994 and increased by 4.1% in fall 1996 and by 4.2% in fall 1997; (2) weekly student contact hours increased from 479,750 in fall 1996 to 494,796 in fall 1997; (3) the proportion of ethnic minorities in the district's student body increased from 29% in 1987 to 40% in 1997; (4) in fall 1997, white students comprised 56.5% of the student body, Asians 16.3%, Latinos 11.1%, African Americans 10.4%, and Native Americans 2%; (5) the proportion of students 20 years of age and under remained relatively stable between fall 1992 and fall 1997 at 26.9% and 26.8%, respectively; (6) in fall 1997, 6% fewer students than in fall 1992 were attending evening courses, while 5.5% more students were attending both evening and day courses; and (7) the proportion of students enrolled full time increased from 23.5% in fall 1992 to 28.1% in fall 1997. (BCY)

ED 414 991 PS 023 135

DESCRIPTORS- Child Development; Children; Creative Activities; Creative Development; Creativity; Manipulative Materials; *Play; Safety; *Toys
IDENTIFIERS- *Blocks; Play Learning; Toy Selection

This brochure, developed by a manufacturer of wooden blocks and trains, offers advice on the selection and use of toy blocks with children. The guide asserts that blocks, while often thought of as the most simple of toys, have great strength as creativity builders. Topics discussed in the brochure include: "Why We Want Our Children to Play"; "Why We Want Them to Play with Toys"; "What Is Creativity?"; "Why Are Some People More Creative than Others?"; "A Word about Safety"; "Why Blocks Are Perfect for Exercising Creativity"; "Different Blocks for Different Children"; "Stages of Development in Block Play"; "How We Can Help Our Children Play"; "Why Buy a Quality Set of Blocks?"; various kinds of blocks; and a brief history of toy manufacturer T.C. Timber. (EV)

ED 415 008 PS 026 058

Hartke, Cheryl L.
Increasing the Use of Multicultural Education in a Preschool Located in a Homogeneous Midwest Community.
PUB DATE- 97
NOTE- 339p.; Master's Practicum Report, Nova Southeastern University. Many pages in appendices contain small print and photos and may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Class Activities; Classroom Environment; Course Content; *Cultural Activities; *Cultural Awareness; Cultural Pluralism; Curriculum Development; Curriculum Enrichment; *Day Care; Day Care Centers; *Homogeneous Grouping; Instructional Development; *Multicultural Education; *Preschool Education; Program Effectiveness
IDENTIFIERS- Multicultural Materials

The inclusion of multicultural education in the curriculum of child care centers is becoming a necessity, particularly in homogeneous communities, as the ethnic make-up of society continues to change. This practicum project implemented and evaluated a strategy intended to increase the use of multicultural education in a middle-to-upper-class suburban child care center with 92 percent Caucasian enrollment. The strategy involved a four-part process: development of resource lists, exploration of teachers' attitudes, improvement of multicultural materials available for use, and increase in teachers' knowledge about diversity, with information provided during weekly meetings. Post-intervention data indicated that, overall, the use of multicultural education in the center increased. Teachers included multicultural activities in all areas of the curriculum on a regular basis, and more materials were available for classroom use as a result of parent donations and the development of a resource room. (Seventeen appendices include an anti-bias checklist, book checklist, a list of broad goals of teaching from a multicultural perspective, and an array of multicultural materials. Contains 24 references and an 86-item bibliography.) (Author/EV)

ED 415 009 PS 026 069

Campbell, Linda; Campbell, Bruce; Dickinson, Dee
Teaching & Learning through Multiple Intelligences.

Child Health USA '96-'97.
PUB DATE- 97
NOTE- 83p.; For 1994 edition, see ED 376 387; for 1995 edition, see ED 402 048.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; Birth Weight; *Child Health; Day Care; Demography; Dropout Rate; Early Parenthood; Employed Parents; Health Care Costs; *Health Needs; *Incidence; Infant Mortality; Infants; Mortality Rate; Mothers; Municipalities; Poverty; Prenatal Care; *Social Indicators; Tables (Data)
IDENTIFIERS- Health Behavior; Healthy People 2000; Indicators; Medicaid; Vaccination

Intended to inform policymaking in the public and private sector, this booklet compiles secondary data for 53 health status indicators and service needs of America's children. The book provides both a graphic and textual summary for the data and addresses long-term trends, where applicable. Some statistics indicate the extent of progress toward "Healthy People 2000" goals or a reduction in the prevalence of unhealthy behaviors, while others reveal escalating health problems. Following the introduction, which discusses trends and issues in children's health, the booklet has six sections: (1) "Population Characteristics," including children in poverty, working mothers, child care, and school dropouts; (2) "Health Status," discussing the health issues related to infants, children, and adolescents; (3) "Health Services and Utilization," including health care financing, vaccination coverage levels, physician visits, service utilization by children with chronic conditions, postpartum hospital discharge, and prenatal care; (4) "State-Specific Data," including tables of state-level data on infant, perinatal, and neonatal mortality, prenatal care, low birth weight, births to women under 18, Medicaid information, and health care financing; (5) "City Data," focusing on comparisons between cities with populations over 100,000 and national data on infant mortality, low birth weight, and prenatal care; and (6) Progress Towards Healthy People 2000 Objectives," summarizing progress toward several objectives. Contains approximately 50 references. (KB)

ED 415 026 PS 026 141

Goldstein, Lisa S.
Teaching with Love: A Feminist Approach to Early Childhood Education. Rethinking Childhood: Volume 1.
PUB DATE- 97
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Early Childhood Education; Educational Philosophy; *Feminism; Interpersonal Relationship; *Love; Mothers; Parent Child Relationship; Parent Teacher Cooperation; Primary Education; Significant Others; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Caring

Building on the feminist notion of an ethic of care and drawing from psychology and women's studies, this book analyzes the experiences of two primary teachers as they create a vision of early childhood education centered around loving relationships. Chapter 1 of the book, "Why Love?" introduces the idea of in Alaska is to stimulate interest, activity, and support for improved health among teenagers (ages 10-19). This plan was developed as a tool for use by governments, organizations, and communities. The plan seeks to provide information on the scope and nature of adolescent health problems; to identify and clarify trends in the health status of adolescents; to recognize and emphasize that social and health problems are significantly interrelated; to motivate families, schools, social service organizations, health care providers, the media, business, the state legislature, and adolescents to take action to improve the health status of adolescents; to outline the general components of successful adolescent health programs based on review of current literature; and to recommend specific strategies to improve adolescent health care. The plan emphasizes the general themes of an integrated approach to health, prevention, and early intervention; the importance of family; and economic issues. Following the executive summary, the plan is organized into six sections: (1) basic assumptions about adolescent health; (2) the status of adolescent health in Alaska (problems related to substance abuse, sexual activity, mental health, physical health, violence and crime, unintentional injuries, and school achievement); (3) framework for designing adolescent health programs through collaboration; (4) recommendations for the family, neighborhoods and community, and public policies; (5) a list of services consisting of eight directories and referral sources; and (6) a toolbox section of checklists, questionnaires, and data collection guides for assessment and planning. Five appendices list Committee biographies, risk and protective factors, Health Alaskans 2000 objectives, cost savings of prevention, and a summary of adolescent health public hearings. Contains references, figures, tables, glossary, and an extensive bibliography. (SAS)

ED 415 044 RC 021 257

Miller, Janet E.
Improving the School to Work and Community Transition Program of 41 Mildly Disabled Secondary Students during Their Educational Careers in a Rural District Setting.
PUB DATE- 97
NOTE- 65p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Counseling; *Education Work Relationship; *High School Students; High Schools; *Individualized Education Programs; *Mild Disabilities; Parent Participation; Rural Education; Special Education; *Transitional Programs; Vocational Rehabilitation
IDENTIFIERS- Job Shadowing; *School to Work Transition

During an 8-month practicum, 41 mildly disabled high school students; their teachers, parents, and counselors; and community business representatives cooperated in defining individual school-to-work transition goals in educational, occupational/career, and social/personal areas. The major aim was to realistically and adequately prepare these special needs students for community life after exiting high school. Techniques used to achieve this goal included student and parent surveys; questionnaires; parent and teacher workshops; restructured curricula; cooperation of community, school, and itinerant personnel; and student-set goals. A review of the literature supports the techniques used. Expected outcomes language contact hours led to a preschool immersion class; a summer program; and finally, a 6-hour-a-day school immersion program. Although children in the expanded school program greatly increased their mastery of Arapaho, they did not come close to fluency because they lacked the ability to independently use and manipulate new speech forms. In 1996, a trainer from the Hawaiian language immersion system was hired to guide and train staff in proven immersion techniques, and a second immersion class was begun on another part of the reservation. Both classes made astonishing progress, but fluency was again elusive. To achieve fluency, children must be systematically exposed to a full array of speech forms by a well-trained teacher with a clear understanding of language acquisition. Thus, effective teacher training remains a critical issue for language immersion programs. Implications of the enormous success of Maori immersion efforts are discussed. (SV)

ED 415 062 RC 021 332

Carpenter, Veronica
Teaching Children To "Unlearn" the Sounds of English.
PUB DATE- 97
NOTE- 10p.; In: Teaching Indigenous Languages; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *American Indian Languages; Elementary Secondary Education; English; Infants; Language Acquisition; Language Maintenance; *Phonetics; *Phonology; Pronunciation; *Second Language Instruction; Second Language Learning; Stress (Phonology); *Teaching Methods

Across the United States, most American Indian children speak English as a first language. This fact allows a unique strategy for teaching an indigenous language as a second language. In all indigenous language programs, formal introduction to linguistics, specifically phonetics and phonology, can provide methods to help children "unlearn" aspects of English that interfere with second-language acquisition. American Indian language programs hope to preserve or revitalize indigenous languages in their original form, and share common concerns related to family dynamics (speaker-nonspeaker interactions), application problems (children practicing the second language outside the classroom using English rules of speech), and the shortage of native speakers as teachers. Introductions to phonetics and phonology can help children discriminate between the sounds of their first and second languages and recognize the phonological rules of the English language that they use every day. A review of the primary stages of first-language production can clarify students' understanding of phonology. In second-language acquisition, children can be confused by sounds, intonation, and stress placements and will often revert to English rules concerning these areas while unaware that they are doing so. Students must understand what sounds from their first language do not transfer into the second, and they must learn to recognize when the first language is interfering with second-language pronunciation. Teaching methods are suggested for readers and nonreaders (preschoolers). (SV)

ED 415 063 RC 021 333

Taff, Alice
Learning Ancestral Languages by Telephone: Creating Situations

languages are no longer transmitted to the younger generation (in the home or community); (2) the programs all have curriculum development, community support, parent involvement, and government support; (3) the programs exist in different countries; and (4) they are recommended as model programs for endangered indigenous languages. Each program's description covers historical background; program development; funding; parent, community, and academic involvement; and current status. Each program has a curriculum that combines indigenous language and cultural heritage, literacy, community involvement, and parent participation. Common problems are related to teacher availability, teacher training, lack of written materials, and funding. Outcomes of all programs have included decreased dropout rates, increased sense of heritage and identity, and improved test scores. It is concluded that the success of these types of programs depends on home and community initiative and involvement; culture cannot be separated from the language. It is also important to begin the program at an early age, preferably preschool; to have a firm theoretical foundation; and to have written teaching materials. Contains 29 references. (SAS)

ED 415 080　　　　RC 021 350

Palmer, Scott
Language of Work: The Critical Link between Economic Change and Language Shift.
PUB DATE- 97
NOTE- 25p.; In: Teaching Indigenous Languages; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *American Indian Languages; Attitude Change; *Economic Factors; Employment Patterns; Family Work Relationship; Foreign Countries; *Language Attitudes; Language Maintenance; *Language Usage; Social Change; Sociolinguistics; *Work Environment
IDENTIFIERS- Canada; Endangered Languages; Intergenerational Transmission; *Language of Work; *Language Shift; United States

During the 20th century there has been a widespread pattern of language shift among the indigenous communities of the United States and Canada. The language-of-work hypothesis posits that if the national language is used as the language of work for virtually all jobs in a minority-language community, the national language will, within a few generations, replace the minority language as language of the home as well. This language shift involves a series of steps: (1) indigenous language groups moving from kinship-based economies to wage-based economies; (2) a significant portion of community members using a language other than their mother tongue in the workplace; (3) a change in views as to what language skills children will need to prepare for the future; and (4) parents making the national language the language of their children. Other factors promoting language shift may include improved transportation and communication, government policy, intercultural marriages, etiquette, and intolerance. Language shift retardants may include religious use of the minority language, population size, linguistic similarity, and viability of traditional means of earning a living. Related theories for language shift are discussed with emphasis on their ties with the language-of-work hypothesis. Two appendices describe application of the hypothesis in three types of language-based

Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; Community Colleges; *Educational Change; Educational Innovation; Educational Strategies; Elementary Education; *Knowledge Base for Teaching; *Mathematics Curriculum; Postsecondary Education; Preschool Education; Preschool Teachers; *Science Curriculum

The Lawrence Hall of Science (LHS), University of California at Berkeley has completed a 3-year project to develop a science and mathematics education course and science curriculum for early childhood educators. This project was in response to the need for improving the science and mathematics knowledge and teaching skills of adults who work with young children. The project conducted three 18-hour community college courses for 98 teachers. Eight Saturday workshops reached another 245 preschool educators. As support for the course activities, four teacher's guides and a handbook on early childhood teaching strategies were developed. The four teacher's guides have been translated into Spanish. The project materials were disseminated through 13 conference workshops for over 800 early childhood educators. The project courses, workshops, and teacher's guides were highly received by the 1,143 project participants and continue to be offered through LHS and local colleges. This project report provides an overview of the project, a section tracing the project from problem definition to project conclusion, information on the background and origins of the project organized into phases, a full description of the project and its courses, and an evaluation and project results. (DDR)

ED 415 100 SE 061 027

Roth, Millicent; Weiner, Michael
Program for Access to Science Study (PASS).
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; *Counseling; *Curriculum Development; Educational Change; Educational Innovation; Higher Education; Learning Strategies; *Science Education; Undergraduate Study

The Program for Access to Science Study (PASS) consists of a preparatory science course which is taught in tandem with a special counseling seminar. Problem solving is taught using content in chemistry and physics. The curriculum is divided into cycles, each built around a single topic. A problem set related to the topic and an illustrative lab experiment are introduced. The students perform the experiment, analyze the data obtained, work on a problem set based on the experiment, and take a quiz. The seminar is designed to promote students' ability to monitor, evaluate and adjust their behavior in order to achieve their academic and personal goals, and to address issues relevant to achieving academic and personal success and self awareness. Students who complete the PASS program persist at a significantly higher rate than the general college population. Performance in PASS predicts future performance in

ED 415 120 SO 025 072

Art Therapy: Journal of the American Art Therapy Association, 1983-1996.
PUB DATE- 96
NOTE- 2560p.; A complete run of this journal from its inception in 1983 through 1996 (43 issues). 1983-1990: three times a year; 1991: twice a year; 1992-1996: quarterly. Not available via UMI.
LANGUAGE- English
EDRS Price- MF23/PC103 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Art Expression; *Art Therapy; Artists; *Disabilities; Emotional Disturbances; Neurological Impairments; Psychological Evaluation; *Psychological Testing; Self Expression; *Visual Arts
IDENTIFIERS- Professional Concerns

This journal focuses on art therapy from research, clinical, and educational perspectives. Current issues arrange information under six categories: editorial; commentaries; articles; brief reports; viewpoints; and reviews of books and videotapes. While most articles are not education-related, each issue generally contains some material relevant to education, e.g., exceptional children; art therapy training; art therapy faculty; Diagnostic Drawing Series for children, etc. (AA)

ED 415 121 SO 025 725

Wolf, Thomas
Presenting Performances. 6th Revised Edition.
PUB DATE- 91
NOTE- 185p.; Illustrated by Barbara Carter.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administration; Art; Artists; Arts Centers; Audience Response; Cultural Activities; Dance; Drama; Dramatics; *Fund Raising; Music; *Production Techniques; Professional Education; Recreational Activities; Secondary Education; Theater Arts
IDENTIFIERS- *Art Organizations; *Artistic Performance

This handbook for organizing performance presentations, designed for professional organizations and volunteer or not-profit organizations, focuses on how to manage a presenting organization. The volume features 40 specific rules to guide groups presenting performances. The rules include: (1) get organized, (2) know the law, (3) remember performers are people too, (4) use your performers fully (discusses using students as helpers and performers, using schools as places to perform, and exposing students to live performances), (5) find benevolent angels, (6) insist on a contract, (7) and know the union rules. The chapters are: (1) "Administration"; (2) "Programming and Performers"; (3) "Filling the Auditorium"; (4) "Fund Raising"; and (5) "Behind the Curtain." Seven appendices offer sample bylaws, a sample contract and rider, a sample press release, a sample fund-raising letter, the procedure for applying to the National Endowment for the Arts, a technical glossary, and a list of regional arts organizations. (FB)

ED 415 122 SO 026 772

(051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- African History; Arabs; Asian History; Foreign Countries; Global Education; *Islamic Culture; *Middle Eastern History; *Middle Eastern Studies; Non Western Civilization; *Primary Sources; Resource Materials; Secondary Education; Social Studies; *World History
IDENTIFIERS- Middle East; Muslims

These books offer primary source readings focusing on significant eras of world history and the pivotal role of the Middle East. Each "crossroad" examines a particular juncture in world history through the cultural and economic crosscurrents that existed at the time. The eras identified include: (1) "The Medieval Period"; (2) "The Pre-Colonial Period"; (3) "The Colonial Period"; and (4) "The Modern Period." Introductory essays for the teacher include: (1) "The Crusading Era" (Jill N. Claster); (2) "The Dynamics of Cultural Encounters" (Lila Abu-Lughod); (3) "The Colonial Period" (Zachary Lockman); and (4) "The Muslim Middle East: Cultural Crossroads" (Mona Mikhail). Teaching methodology is offered with various teaching insights and strategies. Additional teacher readings are titled: (1) "Islam: Stereotypes Still Prevail"; (2) "Early Islamic Civilization in Global Perspective"; (3) "The Crescent Obscured"; (4) "Mathematics and Astronomy"; (5) "Tamburlaine the Great"; (6) "Samarkand"; and (7) "Arab Noise and Ramadan Nights: Rai, Rap and Franco-Maghrebi Identities." (EH)

ED 415 145 SO 027 873

Mayton, Daniel M., II; Palmer, B. James
The Measurement of Nonviolence.
PUB DATE- 96
NOTE- 17p.; Paper presented at the Annual Meeting of the International Society of Political Psychology (Vancouver, British Columbia, Canada, July 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; Altruism; Antisocial Behavior; *Attitude Measures; *Conflict Resolution; Cooperation; Higher Education; Interpersonal Communication; *Peace; Problem Solving; *Prosocial Behavior; Social Control
IDENTIFIERS- *Nonviolence

This paper reviews the assessment measures developed to recognize nonviolent dispositions. Based on computer searches of the Psychological Abstracts (PsychLit) database, the document identifies the best measures for assessing nonviolence such as: (1) The Nonviolence Test developed by Kool and Sen (1984); (2) the Gandhian Personality Scale developed by Hasan and Khan (1983); and (3) the pacifism scales developed by Elliott (1980). Each assessment measure possesses certain limitations and/or is only appropriate for adults. The review concludes with recommendations for the development of new instruments for use with children and adolescents which incorporate the philosophy of Gandhi and current theory of aggressive behavior. (Contains 17 references.) (Author/EH)

ED 415 146 SO 027 917

Correia, Stephen T.
Putting the Past into the Present: Social Studies Foundations and Methods Classes.
PUB DATE- 96

PUB DATE- 96
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Studies; *Apartheid; Black Studies; Foreign Countries; Global Education; Instructional Materials; Interdisciplinary Approach; Peace; *Racial Discrimination; *Racial Segregation; Secondary Education; Social Studies; Teaching Guides
IDENTIFIERS- African National Congress; Mandela (Nelson); *South Africa

This curriculum unit is designed for students to achieve a better understanding of the South African society and the numerous changes that have recently occurred. The four-week unit can be modified to fit existing classroom needs. The nine lessons include: (1) "A Profile of South Africa"; (2) "South African Society"; (3) "Nelson Mandela: The Rivonia Trial Speech"; (4) "African National Congress Struggle for Justice"; (5) "Laws of South Africa"; (6) "The Pass Laws: How They Impacted the Lives of Black South Africans"; (7) "Homelands: A Key Feature of Apartheid"; (8) "Research Project: The Liberation Movement"; and (9) "A Time Line." Students readings, handouts, discussion questions, maps, and bibliography are included. (EH)

ED 415 169 SO 028 326

St. Hill, Yvonne
From Segregation/Apartheid to Democracy in South Africa. Fulbright-Hays Summer Seminar Abroad 1996 (South Africa).
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Studies; *Apartheid; Black Studies; Foreign Countries; Global Education; Instructional Materials; Peace; *Racial Discrimination; *Racial Segregation; Secondary Education; Social Studies; Teaching Guides
IDENTIFIERS- *South Africa

This curriculum unit is intended to help students understand the tremendous social and political changes in South Africa that have occurred with the ending of apartheid. The unit contains four modules: (1) "Segregation/Apartheid"; (2) "Effects of Apartheid"; (3) "Transitional Process from Apartheid to Democracy"; and (4) "Observations." Background information and facts about South Africa are presented. (EH)

ED 415 170 SO 028 327

Mura, Katherine; Finch, John
"Cry, the Beloved Country." Bill of Rights/Human Rights Project. Fulbright-Hays Summer Seminar Abroad 1996 (South Africa).
PUB DATE- 96
NOTE- 61p.; Some materials may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Studies; *Apartheid; Black Studies; Foreign Countries; Global Education; Grade 10; High Schools; Instructional Materials; Interdisciplinary Approach; Novels;

district size. The study found: a surplus of elementary classroom and physical education teachers, a slight shortage to adequate supply of secondary teachers, an adequate supply to slight surplus of administrators, and a shortage of special educators; similar elementary employment opportunities throughout regions and by district size; similar secondary and administrative opportunities by region but differing by district size; and similar special education opportunities in all regions. Seven appendixes include data on students completing preparation for teacher certification at different types of institutions, a map of Kansas geographic regions, a sample pre-survey letter, and a sample questionnaire. (Contains 3 charts and 7 tables). (SM)

ED 415 191 SP 037 697

Teacher Supply and Demand in Kansas Public Schools. Eighteenth Annual Survey.
PUB DATE- 97
NOTE- 57p.; For other annual surveys, see SP 037 690-697.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Elementary Secondary Education; *Employment Opportunities; *Employment Patterns; *Public School Teachers; *Public Schools; School District Size; Special Education Teachers; State Surveys; Tables (Data); *Teacher Shortage; *Teacher Supply and Demand; Teaching (Occupation)
IDENTIFIERS- *Kansas

This 18th annual survey examined teacher and school administrator supply, employment opportunities, and differences by region and school district size. Questionnaires were sent to the Kansas Unified School District superintendents; nonrespondents were surveyed by telephone. Usable results came from all 304 school districts. For special educators, data were sought about vacancies not included in any special education cooperative; data about special education cooperative vacancies came from the Kansas Department of Education special education vacancy report. The results were organized to show numbers of vacancies and perceived teacher supply by geographic region and school district size. The study found: a surplus of elementary classroom and physical education teachers, a slight shortage to adequate supply of secondary teachers, an adequate supply to slight surplus of administrators, and a shortage of special educators; similar elementary employment opportunities throughout regions and by district size; similar secondary and administrative opportunities by region but differing by district size; and similar special education opportunities in all regions. Seven appendixes include data on students completing preparation for teacher certification at different types of institutions, a map of Kansas geographic regions, a sample pre-survey letter, and a sample questionnaire. (Contains 3 charts and 7 tables). (SM)

ED 415 192 SP 037 698

Youth and HIV/AIDS: A Guide to Training and Technical Assistance Resources. Safe Choices Project.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)

beginning teachers, sources and qualifications of new teacher hires, teacher compensation, teaching as a profession, teacher evaluation, school size, international comparisons of teachers, school administration, public versus private schools, control and influence in schools, school community, at-risk and problem schools, merit pay programs, and school librarians and libraries. Section 4 describes how the report provides a basis for an agenda and outline of important research issues that SASS could be used to address in the future. (Contains 77 references.) (SM)

ED 415 210 SP 037 719

Restructuring Teacher Education and Licensing in Wisconsin. Final Report of the Work Groups on Teacher Assessment, License Stages and License Categories. Bulletin No. 97306.
PUB DATE- 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; Higher Education; Licensing Examinations (Professions); *Preservice Teacher Education; Special Education; *State Standards; *Teacher Certification; Teacher Competencies; *Teacher Competency Testing; Teacher Evaluation; Teaching Experience; *Teaching (Occupation)
IDENTIFIERS- *Performance Based Certification; *Wisconsin

The Standards and Assessment Work Group in Wisconsin developed an assessment framework for performance based teacher licensure. They determined assessment criteria, measurement categories, and contexts for assessing readiness for teaching. The License and Career Stages Work Group devised a licensure system to further enhance the quality of education. The system they created has three stages of licensure: initial educator, professional educator, and master educator, and includes a license renewal system leading to teacher growth that is tied to student needs and district goals. The License Categories Work Group examined issues in: shifting from grade range to developmental range licenses; shifting from discrete subject areas to broad field licenses; and shifting from individual categorical to general special education licenses. Six appendixes present: (1) Wisconsin Standards for Teacher Development and Licensure; (2) vision and principles guiding Task Force deliberations; (3) assessment of candidates from Wisconsin's institutions of higher education; (4) assessment of candidates from institutions of higher education in other states; (5) assessment of candidates from alternative programs for career changes through Wisconsin institutions of higher education; and (6) project budget detail. (SM)

ED 415 211 SP 037 720

Lauritzen, Paul
Supply and Demand of Educational Personnel for Wisconsin Public Schools. An Examination of Data Trends, 1997.
PUB DATE- 97
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; Elementary School Teachers; Elementary Secondary Education; Higher Education; Labor

Revitalizing Teacher Education through Distance Education.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Regional Workshop on Teacher's Training through Distance Education (Phuket, Thailand, October 29- 31, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Continuing Education; Developing Nations; *Distance Education; Educational Change; Educational Improvement; Educational Technology; Faculty Development; Foreign Countries; Higher Education; Inservice Teacher Education; Nontraditional Education; Outreach Programs; Preservice Teacher Education; Rural Education; Telecommunications
IDENTIFIERS- Asia

Educational technology has changed the definition of classroom in terms of location, size, composition, learning environment, and teacher role. Educational technology in developing nations helps accommodate people in poor and rural areas. Distance education through open universities has increased in several countries. It includes two-way communication media that allow for direct interactions between teachers and remote students. It conquers restraints imposed on conventional education by time and space, and offers higher quality instructional design. Distance education can produce significant cost savings by allowing teachers to optimize existing resources. For example, teachers can use the Internet to gather information, and colleges can hold distance education in existing settings rather than constructing new buildings and classrooms. Distance education provides continuing education to practicing teachers in all settings. Multi-mode approaches using distance and conventional methods offer the most comprehensive teacher training. Distance education can address the shortcomings of conventional education (e.g., high costs, need for physical infrastructures, and need for full-time teachers). Conventional education can address the impersonality of distance education by providing practical training in actual schools and institutional summer schools. Recent educational reform movements in Asia have emphasized improved inservice and preservice training via distance education and nonformal education. Such application of technology to education and training is critical to economic wellbeing, particularly in Asia's developing countries. (SM)

ED 415 228 SP 037 744

Ingersoll, Richard M.
Teacher Shortages and Teacher Quality.
PUB DATE- 94
NOTE- 9p.; Paper presented at the Annual Meeting of the American Statistical Association (1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Personnel Selection; Private Schools; Public Schools; *Secondary Education; *Secondary School Teachers; *Teacher Competencies; *Teacher Effectiveness; *Teacher Qualifications; *Teacher Supply and Demand
IDENTIFIERS- *Out of Field Teacher Assignment; Schools and Staffing Survey (NCES)

a history of metaphoric construction (C. Sutton, 1992). Niels Bohr's framework of "complementarity" provides a powerful metaphoric conceptual viewpoint for resolving the paradigm way between quantitative and qualitative methodologies. The reductionist-mechanistic and holistic-anthropomorphic methodologies or paradigms are not contradictory but complementary. Both quantitative and qualitative methodologies provide insight into differing aspects of a constructed reality that is too complex to be comprehended from only one point of view. (Contains 24 references.) (Author/SLD)

ED 415 246 TM 027 908

Johnson, Nancy Jean; Rose, Leonie Marie
Portfolios: Clarifying, Constructing, and Enhancing.
PUB DATE- 97
NOTE- 350p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrators; Data Collection; Educational Administration; Educational Assessment; Educational Change; Educational Practices; Elementary Secondary Education; Evaluation Methods; Higher Education; *Portfolio Assessment; Portfolios (Background Materials); *Professional Development; *Student Evaluation; Teaching Methods; Test Use

This book is a guide to understanding and implementing portfolio assessment in schools and contains checklists, forms, sample letters, rubrics, and inventories. The chapters are: (1) "Defining a Portfolio"; (2) "Evolving Nature of Portfolios"; (3) "Getting Started"; (4) "Clarifying the Role of Self-Assessment"; (5) "Choosing from Multiple Sources for Data Collection"; (6) "Managing the Nuts and Bolts"; (7) "Facing Special Problems"; (8) "Going Beyond the Basics"; and (9) "Soaring: Using Portfolio Data." Five appendixes contain forms, samples, and inventories for use in the implementation of portfolio assessment. (Contains 69 figures and 229 references.) (SLD)

ED 415 247 TM 027 909

Steffy, Betty E.; English, Fenwick W.
Curriculum and Assessment for World-Class Schools. The School Leader's Library: Leading for Learning.
PUB DATE- 97
NOTE- 146p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Disadvantaged Youth; *Educational Assessment; Educational Environment; Educational Improvement; Educational Quality; *Elementary Secondary Education; Foreign Countries; *International Education; Program Evaluation; Standards
IDENTIFIERS- Curriculum Alignment; *World Class Standards

This book about curriculum in American schools is centered on answering questions regarding placing curriculum within the context of schools and school systems, and presenting ideas regarding world-class standards and continuous improvement. Curriculum cannot be allowed to become simply the means to controversy. The purpose of this paper is to promote the position that while significance testing by itself may be flawed, it has not outlived its usefulness. However, it must be considered in combination with other criteria. Specifically, statistical significance is but one of three criteria that must be demonstrated to establish a position empirically. Statistical significance merely provides evidence that an event did not happen by chance. However, it provides no information about the meaningfulness (practical significance) of an event or if the event is replicable. Consequently, statistical significance testing must be accompanied by judgments of the event's practical significance and replicability. However, the likelihood of a chance occurrence of an event must not be ignored. It is acknowledged that the importance of significance testing is reduced as sample size increases. In large sample experiments, particularly those involving multiple variables, the role of significance testing is diminished because even small differences are often statistically significant. In small sample studies where assumptions such as random sampling are practical, significance testing can be quite useful. It is important to remember that statistical significance is but one criterion useful to inferential researchers. In addition to statistical significance, practical significance, and replicability, researchers must also consider Type II errors and sample size. Furthermore, researchers should not ignore other techniques such as confidence intervals. While all of these statistical concepts are related, they provide different types of information that assist researchers in making decisions. (Contains 30 references.) (Author/SLD)

ED 415 266   TM 027 967

Homan, Evelyn B.; Person, William A.
An Investigation of the Multicultural Perceptions of Selected Secondary Social Studies Student Teachers.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (26th, Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Case Studies; *Cognitive Dissonance; *Cultural Awareness; Cultural Differences; Higher Education; Knowledge Level; *Multicultural Education; Preservice Teacher Education; Secondary Education; *Social Studies; *Student Teachers; Teacher Attitudes; Teaching Methods

The multicultural perceptions and attitudinal shifts, if any, during student teaching of selected social studies student teachers at Mississippi State University were studied through a case study methodology that used observations, interviews, and document analyses, including scores on the Mississippi Teacher Assessment Instrument. The three student teachers from a class with the lowest scores on the Multicultural Perceptions Inventory and the three with the highest scores were selected. Perceptions and attitudes were assessed throughout the semester for these students and seven supervising teachers. Five of the six student teachers did not demonstrate the knowledge and skills deemed necessary according to the literature to provide the opportunity for the successful academic performance of culturally diverse students. Four of the six had positive attitudes toward culturally diverse students, but only one had the knowledge, skills, and attitudes necessary to be successful of actual probabilities of Type I errors. This paper compares the Type I error rates of Alpha-Max with other commonly used multiple comparison procedures: (1) Fisher's Least Significant Difference (LSD); (2) Dunn-Bonferroni; (3) Tukey's Honestly Significant Difference (HSD); (4) the Student Newman Keuls (SNK) procedure; and (5) the Scheffe approach. Monte Carlo procedures were used to generate 10,000 replications with varied alpha of 0.05 and 0.01; 3, 4, and 5 groups; and 5 sample sizes. Actual Type I error rates were determined for the greatest difference and for total number of Type I errors. Results indicate that in virtually every situation LSD and Alpha-Max had significantly higher probability of Type I errors than the other four methods. SNK and HSD had higher than nominal alpha probabilities for committing Type I errors, with SNK having a lower level than HSD. Dunn-Bonferroni had a level slightly lower than the nominal level, while the Scheffe had a level much lower than the nominal level. Varying sample size had little practical significance. While Alpha-Max did not provide for acceptable experiment-wise control of Type I error, it may provide an alternative for control of Type I error in the planned, nonorthogonal situation or in situations where assumptions of analysis of variance are violated. (Contains 25 tables and 4 references.) (Author/SLD)

ED 415 285 TM 028 031

Bobrow, Warren
Development and Validation of a Personnel Assessment System for Selection of Tufting Machine Operators.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Aptitude Tests; Decision Making; Employment Qualifications; Job Skills; *Machine Tool Operators; Mathematical Aptitude; Mechanical Skills; *Occupational Tests; Personality Assessment; *Personality Traits; *Personnel Selection; Predictive Measurement; Sex Differences; Sex Discrimination; Test Construction; Test Use; Test Validity; Thinking Skills; Visual Acuity; *Vocational Evaluation

This paper outlines the results of a test validation project for entry-level positions in the tufting areas in a carpet factory. Carpet factory administrators thought that new methods of hiring associates would help improve overall system productivity. A job analysis was conducted through review of job materials and focus groups with employees and supervisors. Critical knowledge, skills, and abilities were identified for the job at present and in the future. The following dimensions were found to be critical to job performance: (1) decision making ability; (2) arithmetic ability; (3) conscientiousness; (4) visual acuity; (5) mechanical aptitude; and (6) agreeableness. Instruments, which included tests of abstract reasoning, the ability to spot flaws in a series of pictures, a mathematics test, a visual speed and acuity test, a test of mechanical aptitude (with little or no gender bias), and an attitude questionnaire were used in pilot testing with 96 current employees, whose productivity was assessed to provide a measure of criterion validity. Pilot testing indicated that the assembled test battery was valid for the selection of tufting machine operators without adverse impact against women. The test construction and validation procedures outlined in this project are comparable and could easily be transferred to those used in educational assessment. (SLD) developing more effective prevention programs, achieving a better match between offender characteristics and treatment programs, and a more cost-effective juvenile justice system are needed. The current emphasis on punishment rather than prevention and rehabilitation is neither philosophically sound nor effective. An appendix presents a comprehensive strategy for serious, chronic, and violent juvenile offenders. (Contains 30 figures, 25 tables, and numerous references.) (SLD)

ED 415 303 UD 032 081

Sloan, Lloyd Ren, Ed.; Starr, B. James, Ed.
Pathways to Success.
PUB DATE- 97
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; American Indians; Asian Americans; Blacks; Cognitive Psychology; *Equal Education; *Ethnic Groups; Higher Education; Hispanic Americans; *Mental Health; *Minority Groups; Research Reports; *Science Careers; *Scientists; Supply and Demand
IDENTIFIERS- *National Institute of Mental Health

Recognizing the need to increase the number of people from ethnically defined populations serving as research scientists in the mental health field, the National Institute of Mental Health (NIMH) created the Minority Access to Research Careers program in 1979. This program, now known as the Career Opportunities in Research Education and Training (COR), is intended to assist institutions of higher learning with a substantial enrollment of students from ethnically defined populations (African American, Hispanic, American Indian, Asian American) who are underrepresented in science fields relevant to mental health research in the training of a greater number of scientists and teachers. This collection is a compilation of papers from 22 research studies conducted through NIMH-COR programs around the country. The research reports are grouped into the following areas: (1) Mental Health and Cognition; (2) Biobehavioral Research; (3) Psychosocial Research; and (4) Culture and Anthropology. Most of the papers contain references. (SLD)

ED 415 304 UD 032 082

Wolters, Raymond
The Burden of Brown. Thirty Years of School Desegregation.
SPONS. AGENCY- Delaware Univ., Newark.
PUB DATE- 84
NOTE- 346p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Civil Rights; *Court Litigation; *Desegregation Effects; Desegregation Plans; Educational History; Elementary Secondary Education; *Equal Education; Public Schools; *Racial Discrimination; *School Desegregation; School Districts; School Resegregation; Social Change; United States History; *Urban Schools
IDENTIFIERS- *Brown v Board of Education

The Supreme Court's decision in Brown vs. Board of Education is one of the most important events in the recent history of the United States. Although "Brown" prohibited the use of racial

Padilla, Raymond V., Ed.; Chavez, Rudolfo Chavez, Ed.
The Leaning Ivory Tower. Latino Professors in American Universities. SUNY Series in Hispanic Studies.
PUB DATE- 95
NOTE- 217p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; *Equal Opportunities (Jobs); Ethnicity; Faculty College Relationship; *Higher Education; *Hispanic Americans; *Minority Group Teachers; *Professional Development
IDENTIFIERS- Chicanos; *Latinos

Authors represented in this collection challenge the hegemony that is fostered and maintained by the colleges and universities in which these Latino professors function daily. Each of the writers presents the reality of survival in academia. Collectively, these narratives are connected by themes of personal struggle, marginality, and valuing the self. The following are included: (1) "A Chicano Farmworker in Academe" (Adalberto Aguirre, Jr.); (2) "Getting Tenure at the U" (Tatcho Mindiola, Jr.); (3) "Surviving the Journey" (Maria E. Torres-Guzman); (4) "Actuando" (Ana M. Martinez Aleman); (5) "In Search of the Voice I Always Had" (Maria Cristina Gonzalez); (6) "Struggling with the Labels That Mark My Ethnic Identity" (Dulce M. Cruz); (7) "The Segregated Citadel: Some Personal Observations on the Academic Career Not Offered" (Richard R. Verdugo); (8) "The Odyssey of a Chicano Academic" (A. Reynaldo Contreras); (9) "MEMOrabilia from an Academic Life" (Raymond V. Padilla); (10) "Toward a Postview of the Chicano Community in Higher Education" (Herman S. Garcia); (11) "What's in a Name? Conflict at a University for the Twenty-First Century" (Gerardo M. Gonzalez, Francisco A. Rios, Lionel A. Maldonado, and Stella T. Clark); and (12) "Epilogue: Held to a Higher Standard: Latino Executive Selection in Higher Education" (Roberto Haro). Each chapter contains references. Also contains a list of contributors and an index.(SLD)

ED 415 323   UD 032 105

McDonough, Patricia M.
Choosing Colleges. How Social Class and Schools Structure Opportunity.
PUB DATE- 97
NOTE- 174p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; College Bound Students; *College Choice; Counseling; Decision Making; Females; *High School Seniors; High Schools; *Higher Education; Parent Influence; Peer Influence; *School Counselors; *Social Class; Socioeconomic Status; *Student Attitudes; Urban Schools
IDENTIFIERS- *Cultural Capital

This study examines the ways in which social class and high school guidance operations combine to shape a high school student's perceptions of her opportunities for a college education. It is also an analysis of the intersection of family, friends, and school network effects and how they create an individual's biography. Students connect with colleges through a complex interactive process. Approximately 62% of high school seniors find places in approximately 3,600 colleges, figures that suggest that the opportunity structure is fair, open, and based on merit. In fact, the opportunity

Internet, instructional design, research, student use of multimedia authoring programs to create presentations, basic skills instruction and reinforcement, problem solving, and writing and desktop publishing. The teachers were in considerable agreement with the coordinators, and with each other, about technology uses. Of the technology coordinators surveyed in Phase 1, 45% did not identify any exemplary teachers. Findings from this study support the idea that technology has real potential for changing instruction. The picture of the exemplary classroom that can be developed from this study may serve as a model for the experts and the practitioner alike. (Contains 17 references.) (SWC)

ED 414 878 IR 018 646

The Internet and Some International Regulatory Issues Relating to Content: A Pilot Comparative Study.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 97
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Censorship; Comparative Analysis; *Computer Security; Foreign Countries; *Information Services; *Internet; Moral Values; *Online Systems; Parent Influence; *Pilot Projects
IDENTIFIERS- Australia; Malaysia; Singapore; United Kingdom

In December 1996 UNESCO commissioned the Australian Broadcasting Authority to conduct a pilot study which considered a range of online issues; this report outlines the findings of the pilot study, based on data collected between February and May 1997 and updated in July 1997. The objective is to identify the main types of Internet content which may be considered illegal in the countries in the pilot study, along with the Internet content which, while legal, may be unsuitable or harmful for children. The four countries selected for the study were Australia, Malaysia, Singapore, and the United Kingdom. The report is divided into two parts. Part 1 provides an overview of the nature of the online environment and some of its important features; identifies some of the issues arising in the online services; and also identifies some of the technical developments which enable parents and supervisors to protect children from harmful or unsuitable material in the online environment. Part 2 provides a comparison and an overview of the four countries in the study, presenting a context for the subsequent discussion; identifies some of the approaches being taken in the four countries in response to the Internet; and presents some comparative data collected on some of the issues raised in Part 1. Appendices include a list of contributors; services available online; acronyms and abbreviations; and useful Web resources. (AEF)

ED 414 879 IR 018 648

Braun, Joseph A., Jr.; Fernlund, Phyllis; White, Charles S.
Technology Tools in the Social Studies Curriculum.
PUB DATE- 98
NOTE- 403p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Courseware; *Curriculum Development; Educational Technology; Elementary Secondary Education; Higher Education; *Instructional Design; Instructional Development; Material Development; *Multimedia Instruction; Multimedia Materials; *Online Systems; Task Analysis; Training Methods; World Wide Web
IDENTIFIERS- Systematic Curriculum and Instructional Develop; Web Sites

This paper describes the use of a management process, Systematic Curriculum and Instructional Development (SCID), for developing online multimedia modules. The project, "Collaboratively Creating Multimedia Modules for Teachers and Professors," was funded by the USWEST Foundation. The curriculum development process involved teams of experts in teaching, computer science, and multimedia technology. The primary focus of the project was to teach college professors and K-12 teachers how to utilize multimedia to enhance their classroom instruction. The SCID process captured the content before the multimedia development strategy commenced to create electronic modules. The SCID process consists of five phases: analysis--uses needs analysis, job analysis, and task analysis; design--outlines the overall curriculum and develops the foundation for the training program; instructional development--determines what will be taught, what learning activities, materials and methods will be used, develops the learning guides, field testing, pilot testing, and revision processes; training implementation--activates the training plan, its evaluation, and documents learner achievement; and program evaluation--evaluates each of the five phases, including product, phase, and process evaluation. Each phase of the SCID process is described in detail. The SCID process proved to be an ideal management process among part-time people who worked on an irregular timetable. It kept all participants on task and bonded developers to a common language with a specific purpose. (SWC)

ED 414 898 IR 018 677

Clendenin, Bruce
The Video Book.
PUB DATE- 98
NOTE- 363p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audio Equipment; Broadcast Industry; Broadcast Journalism; Editing; Film Production; Higher Education; Photocomposition; *Photographic Equipment; *Production Techniques; *Programming (Broadcast); *Television Curriculum; Television Lighting; Television Studios; *Video Equipment
IDENTIFIERS- Cameras; *Video Production

This book provides a comprehensive step-by-step learning guide to video production. It begins with camera equipment, both still and video. It then describes how to reassemble the video and build a final product out of "video blocks," and discusses multiple-source configurations, which are required for professional level productions of live shows. It concludes with

NOTE- 46p.; For the 1995 annual report, see ED 389 340.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Annual Reports; Archives; Change; Electronic Libraries; Grants; Leadership; *Libraries; *Library Administration; *Library Cooperation; Library Funding; Library Services; Preservation; Publications; Users (Information)
IDENTIFIERS- Commission on Preservation and Access; Council on Library Resources; Economics of Information; *Financial Reports

The merger of the Commission on Preservation and Access and the Council on Library Resources (CLR) became official on May 30, 1997 when the Board approved the new enterprise, the Council on Library and Information Resources (CLIR). The CLIR statement of mission calls on the organization to identify the critical issues that affect the welfare and prospects of libraries and archives and the constituencies they serve, to convene individuals and organizations in the best position to engage these issues and respond the them, and to encourage institutions to work collaboratively to achieve and manage change. CLIR pursues its mission out of the conviction that information is a public good and of great social, intellectual, and cultural utility. The report lists funders and sponsors, and includes a message from the president. The four major CLIR programs are described: the Commission on Preservation and Access; Digital Libraries; the Economics of Information; and Leadership. CLIR will not maintain the kinds of grant programs that were a feature of the Council on Library Resources, or be open to unsolicited requests for project support. The report lists the publications that the two predecessor organizations issued in 1996-1997 and describes those that CLIR will issue. CLIR grant and contract recipients, project titles, dates the grants were authorized, and grant amounts are listed. Separate audited financial statements for the two predecessor organizations are provided. (SWC)

ED 414 916   IR 056 774

Scholarly Communication and Technology. Papers from the Conference Organized by the Andrew W. Mellon Foundation and Held at Emory University (Atlanta, Georgia, April 24-25, 1997).
PUB DATE- 97
NOTE- 468p.; "A print publication, including the papers presented, a synthesis of the discussions, and some additional analysis of the topic will be made available at a later date by the University of California Press." For individual papers separately analyzed, see IR 056 775-799.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; Change; Computer Mediated Communication; *Conference Proceedings; Costs; *Electronic Journals; Electronic Publishing; Fair Use (Copyrights); Higher Education; *Information Technology; *Scholarly Journals; Standards; Users (Information)
IDENTIFIERS- Electronic Resources

This document includes 25 papers and conference summation remarks presented at the Scholarly Communication and Technology Conference. Issues under discussion during this 2-day event included the economics of electronic publishing, incorporating technology into academia, the future of consortia and access versus ownership, electronic content licensing, and updates on in scholarly communication in the field of manuscript studies. "Electronic Access to Medieval Manuscripts" is a three-year project to develop guidelines for cataloging medieval and renaissance manuscripts in electronic form. In addition to suggesting guidelines for content, the project will also develop standards for encoding both core-level and detailed manuscript descriptions in both MARC (Machine-Readable Cataloging) and SGML (Standardized General Markup Language). The emerging interconnectivity of MARC and SGML presents tremendous opportunities for "Electronic Access to Medieval Manuscripts." In structuring its program and goals, "Electronic Access to Medieval Manuscripts" also has sought to arrive at guidelines for encoding into MARC and SGML formats that will provide useful, economic and practical long-term alternatives to the libraries which select one of these options in the futures. (AEF)

ED 414 934 IR 056 792

Kenney, Anne R.
Digital Image Quality: From Conversion to Presentation and Beyond.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Benchmarking; Cost Effectiveness; Design Requirements; *Evaluation Methods; Information Dissemination; Information Storage; Information Technology; *Quality Control
IDENTIFIERS- *Digital Imagery; Digital Technology

This paper advocates a strategy of "full informational capture" to ensure that digital objects rich enough to be useful over time are created in the most cost-effective manner. Digital benchmarking is a systematic procedure to forecast a likely outcome. The benchmarking approach can be applied across the full continuum of the digitization chain, from conversion to storage to access to presentation. It offers a means to evaluate choices for how best to balance quality, costs, timeliness, user requirements, and technological capabilities in the conversion, delivery, and maintenance of digital resources. This paper discusses how benchmarking works, including objective and subjective evaluation; determining scanning resolution requirements for replacement purposes; conversion benchmarking beyond text; benchmarking display requirements; the physical limitations of computer monitors; and how benchmarking for display works. (AEF)

ED 414 935 IR 056 793

Ginsburg, Jane C.; Janklow, Morton L.
Mellon Conference: Panel on "Licensing, Copyright and Fair Use." The HYPATIA Project (toward an ASCAP for Academics).
PUB DATE- 97
NOTE- 8p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

shortfalls. After describing different filtering methods and software used for filtering, the book covers planning the purchase, with schedules, sample signs, and guidelines for evaluating products prior to purchase. Perspectives on filtering are provided from librarians who have decided whether or not they will filter, and web ratings systems such as PICS (Platform for Internet Content Selection), are discussed. The section on product evaluations includes a description of TIFAP (The Internet Filter Assessment Project), a six-month project in which librarians evaluated filters in real life. The book is divided into the following eight chapters: "What Filters Are and How They Work"; "Types of Filtering Software"; "Filter Features"; "Planning To Purchase a Filter"; "Web Rating Systems"; "Advice from Teachers"; "Learning from The Internet Filter Assessment Project (TIFAP)"; and "Product Reviews." Appendices include a list of questions for evaluating filter performance, and 10 useful web addresses. (SWC)

ED 414 952 IR 056 812

Butler, E. Sonny
Using Microsoft Access: A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 76.
PUB DATE- 97
NOTE- 118p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Database Design; *Database Management Systems; *Databases; Information Management; Information Storage; Instructional Materials; *Libraries; *Library Automation; Microcomputers; Resource Materials
IDENTIFIERS- *How To Books; *Microsoft Access

Much of what librarians do today requires adeptness in creating and manipulating databases. Many new computers bought by libraries every year come packaged with Microsoft Office and include Microsoft Access. This database program features a seamless interface between Microsoft Office's other programs like Word, Excel, and PowerPoint. This book provides a step-by-step guide to using Microsoft Access to design applications that meet specific, and sometimes unique, library needs. The book uses library-specific examples to show how to use this database program. The examples cover designing the database, adding entries, enhancing the structure, preparing reports, and printing. The book begins with explanations of Windows' basic functions (multitasking, menu bars, saving files, closing and exiting applications). It also covers setting up a simple database, including designing and building the table structure; entering records; sorting and indexing data fields; using simple and complex queries to search the database; the concept of the relational database; and producing reports and labels. Processes and examples are illustrated with 101 figures. A glossary and index are provided. (Author/SWC)

ED 414 953 IR 056 813

Pye, Jo; Myhill, Martin
Training the Resourcers - Librarians, Teacher-Training and Telematics in the European Context.
PUB DATE- 97
NOTE- 10p.; Paper presented at the CAL97 Conference (Exeter,

Spending; State Aid; Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Wisconsin Technical College System

Drawn from college data submitted on 1996-97 actual cost allocation schedules, this report provides information on district and statewide program costs for the Wisconsin Technical College System. A brief introduction reviews actual unit costs and ratios for headcount enrollments and Full-Time Equivalent (FTE) students, indicating that the total unduplicated headcount for 1996-97 was 434,885, at a cost of $1,271 per headcount student, and that FTE enrollment was 55,511, at a cost of $9,955 per student. This section also indicates that the total operational cost for the system was $5,525,264,000. The bulk of the report provides cost schedules illustrating the following: (1) systemwide operational costs and total budget; (2) systemwide total expenditures and revenues; (3) systemwide staff costs; (4) systemwide materials fees and FTE student enrollments; (5) statewide costs and FTE enrollment by college; (6) statewide costs per FTE by aid category; (7) costs per FTE by college for college parallel programs, associate degree programs, vocational programs, vocational/adult programs, and community services; (8) FTE students and cost by college for agriculture, business, graphics, home economics, industrial, service and health, technical, television, and general education divisions; (9) FTE enrollment and operational cost percentages; (10) cost ratios per FTE student; and (11) FTE student enrollment percentages. (BCY)

ED 414 972 JC 980 044

Boughan, Karl
Toward a Model of the Academic Progress: Summarizing Cohort 1990 Progress and Achievement. Enrollment Analysis EA97-6.
PUB DATE- 97
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Career Guidance; Cluster Analysis; *Cohort Analysis; *College Outcomes Assessment; Community Colleges; Data Analysis; Longitudinal Studies; Models; Path Analysis; School Holding Power; *Student Characteristics; Student Motivation; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Prince Georges Community College MD

To track student progress and develop a model of the total academic process at Prince George's Community College (PGCC), the Office of Institutional Research and Analysis acquired 5 years of background, behavioral, and outcome data for a cohort of first-time students entering the college. The academic process was broken down into three divisions: input (environmental variables measuring pre-college student attributes and college-external personal circumstances), through-put (process variables measuring student progress), and output (outcome variables measuring fulfillment of educational objectives). Exploratory modeling was used to create a structured academic process. The research first used regression analysis and created 10 new academic process factor scales, plus 7 student background indicators. Next, a model was created to explain student outcomes through the application of causal path analysis. The last phase of research was to produce a second model complementary to the path model but less abstract. Cluster analysis was applied to the cohort data, resulting in

Theory into Practice: A Practical Newsletter for NAMTA Members, 1994.
PUB DATE- 94
NOTE- 25p.; Published twice a year.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Botany; Child Development; Elementary Education; Employment Opportunities; Grammar; *Inservice Teacher Education; *Montessori Method; *Preschool Education; Spanish; Writing Assignments; *Writing Instruction
IDENTIFIERS- *Montessori Schools

This document consists of the two issues of this newsletter published during 1994. Issues contain articles and employment notices of interest to Montessori teachers and school administrators. Feature articles include: (1) "Meaningful In-Service Comes from Within Our Own School" (Anne Blickenstaff and Nancy Hildick), which discusses one school's inservice teacher programs in Spanish and botany; (2) "Starting at Age Three: A Full-Day Program for Three- to Six-Year-Old Children" (Rita Zener), which discusses the development of preschool children; and (3) "Grammar, Invention, and Writing Starters: Some Principles of Extension" (David Kahn), which describes creative writing activities for elementary school students. The major portion of the publications consists of employment notices for Montessori teachers and administrators throughout the United States and other nations, as well as notices advertising schools for sale and positions wanted. (MDM)

ED 414 992 PS 024 205

Riese, Marilyn L.
Preterm Infants' Responses to Aversive Stimuli.
PUB DATE- 96
NOTE- 11p.; Paper presented at the Biennial International Conference on Infant Studies (10th, Providence, RI, April 20, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Child Development; Comparative Analysis; *Infant Behavior; *Neonates; Neuropsychology; Personality; *Premature Infants; *Reaction Time; *Sex Differences; *Stimulation; Tactile Stimuli; Tactual Perception
IDENTIFIERS- Infant Distress; Touching

Irritability levels and activity reactivity to aversive tactile stimuli were compared for 144 full-term neonates and 191 preterm infants. Irritability ratings increased across the five trials both during and post stimulation for full-term females and males and for preterm females, but not for preterm males. Activity ratings decreased across trials during stimulation for all groups except preterm males, and post stimulation for all groups. Females were more irritable than males during stimulation and full-term infants were more active than preterm infants on the initial trial. No other sex or term group differences were observed during or post stimulation. Findings have implications for future studies of infant brain development and stimulation. (Author/AA)

PUB DATE- 96
NOTE- 328p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Ability; *Academic Aptitude; Cognitive Ability; *Cognitive Style; Creativity; Curriculum Development; Elementary Secondary Education; Intellectual Development; Intelligence; *Intelligence Differences; Interpersonal Competence; Language Skills; Learning Processes; Learning Strategies; Mathematical Aptitude; Teaching Methods; Verbal Ability
IDENTIFIERS- Gardner (Howard); *Multiple Intelligences

In his studies of human capacity, Howard Gardner revealed a wider family of human intelligences than previously suggested. Noting that restricting educational programs to focusing on a preponderance of linguistic and mathematical intelligences minimizes the importance of other forms of knowing, this book presents strategies for creating open systems of education utilizing the multiple intelligences philosophy. The book's introduction details each of Gardner's seven intelligences and what the book offers in terms of addressing each intelligence. The succeeding seven chapters correspond to each of these intelligences: (1) verbal-linguistic intelligence and learning processes, focusing on speaking, reading, and writing; (2) logical-mathematical intelligence, focusing on teaching of logic, mathematical processes, working with numbers, and sequencing; (3) kinesthetic intelligence, focusing on drama, creative movement, dance, manipulatives, classroom games, physical education, and exercise; (4) visual-spatial intelligence, focusing on pictorial representation, flow charts, visualization, board and card games, architecture and the visual arts; (5) musical intelligence, focusing on singing, musical notation, curriculum songs, and musical instruments; (6) interpersonal intelligence, focusing on positive interpersonal environments, conflict management, learning through service, appreciating differences, multiple perspectives, problem-solving, and multicultural education; (7) intrapersonal intelligence, focusing on self-esteem, goal setting, thinking skills, emotional expression, and self-directed learning; (8) "Curriculum Development through the Multiple Intelligences," focuses on lesson planning, apprenticeships, and teaching for understanding and (9) assessment that enhances learning. (SD)

ED 415 010 PS 026 070

Morrow, Lesley Mandel
Literacy Development in the Early Years: Helping Children Read and Write. Third Edition.
PUB DATE- 97
NOTE- 418p.; For second edition, see ED 369 048.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; Classroom Environment; Cultural Awareness; Early Childhood Education; *Emergent Literacy; Family Literacy; Integrated Curriculum; Language Acquisition; Language Arts; *Literacy; *Literacy Education; Reading Instruction; Reading Motivation; *Reading Skills; *Reading

teaching with love, including a detailed discussion of feminist visions of education. Chapter 2, "Living Loving Teaching," provides a case study of one teacher in her kindergarten-first-second grade classroom, specifying how love can contribute to children's educational experiences and to educators' professional experience. Chapter 3, "Teacherly Love and Motherly Love," draws on autobiography and recent developments in teacher research to present a case study depicting challenges of being simultaneously a mother and a teacher of young children, focusing on the tensions inherent in conducting collaborative research in another woman's classroom, and exposing the emotional nature of teaching young children with love. Chapter 4, "Mothers and Teachers," analyzes the relationships between mothers and teachers, focusing on children's relationships with their mothers and the gendered nature of relationships between mothers and teachers, and relates them to vignettes from life in the classroom. Chapter 5, "Collaboration, Relationship, and Love in Feminist Research," examines the pleasures and pitfalls of feminist research methodologies as experienced within the context of this study. Chapter 6, "Issues in Teaching with Love," explores the main themes of teaching with love that emerged across the three case studies relating to ambivalence, dangers, and complications. Contains approximately 200 references. (KB)

ED 415 027 PS 026 142

Cannella, Gaile Sloan
Deconstructing Early Childhood Education: Social Justice and Revolution. Rethinking Childhood, Volume 2.
PUB DATE- 97
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bias; Child Development; Constructivism (Learning); Cultural Influences; Developmental Psychology; *Discourse Analysis; *Early Childhood Education; Early Experience; Educational History; Educational Philosophy; Females; Individualism; Justice; *Knowledge Base for Teaching; Models; Mothers; Parent Child Relationship; Play; Political Influences; Social Control; Social Influences; Stereotypes; Student Centered Curriculum; *Theories; *Young Children
IDENTIFIERS- Deconstruction; Historical Background; Professionalization of Teaching

Some early childhood educators have proposed that the knowledge base used to inform the early education field actually serves to support the status quo, reinforces prejudices and stereotypes, and ignores the real lives of children. The purpose of this book is to deconstruct early childhood education, identifying and evaluating the themes and forms of discourse that have dominated the field, leading to the construction of specific theories and forms of practice that privilege particular groups of children and adults while oppressing others. The first theme is the construction of "childhood" as a form of existence that is separate and distinct from "adulthood." This concept of childhood is examined by conducting a genealogy of childhood (chapter 2), analyzing the hidden assumptions underlying the official child development text (chapter 3), and identifying the dominant themes that privilege early experience as the determiner of life (chapter 4). The second theme, the construction of the field of early childhood education, is explored, problematizing were: (1) 5 of the 41 eligible students would be formally enrolled in a school-to-work program; (2) 20 of the 38 teachers and aides working directly with the 41 students would be able to correlate at least two specific curriculum goals with the students' transitional plans; (3) parents of 22 of the 41 students would express satisfaction with the transitional plans; and (4) 16 of the 41 students would be able to share one educational, one career/occupational, and one social/personal transitional goal. All outcomes except number 2 were met; only 12 teachers indicated their ability to correlate at least two specific curriculum goals with students' transitional plans. Contains 42 references. Appendices include sample surveys, checklists, and parent newsletters. (SAS)

ED 415 045 RC 021 260

Schacht, Robert M.; Baldwin, Julie
The Vocational Rehabilitation of American Indians Who Have Alcohol or Drug Abuse Disorders. Executive Summary.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 27p.; For preliminary report, see ED 397 611.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alaska Natives; *Alcoholism; *American Indians; Counselor Attitudes; *Cultural Relevance; *Drug Rehabilitation; *Outcomes of Treatment; *Rehabilitation Centers; Rehabilitation Programs; Substance Abuse; Vocational Rehabilitation
IDENTIFIERS- Alcoholics Anonymous; Client Attitudes; Rehabilitation Counselors

Begun in 1993, a 5-year project examined treatment modalities and outcomes and counselor and client attitudes related to American Indian or Alaska Native vocational rehabilitation (VR) clients with alcoholism or substance abuse problems. Specifically, surveys and focus groups examined elements of successful substance abuse treatment and VR programs, areas of social-cognitive dissonance between VR counselors and their clients, and the use of culturally relevant treatment modalities different from those used in mainstream programs. A 1993 survey of 31 "exemplary" substance abuse treatment centers recommended by VR counselors, and a 1996 followup survey of 14 of these centers found that most centers extensively incorporated American Indian personnel and cultural practices into the treatment process, but success rates over 50 percent were rare. In the followup survey, all programs based "most" or "some" of their treatment methodology on Alcoholics Anonymous (AA). Treatment orientations based on Native American traditional healing did not claim better success rates than other orientations. Counselor and client focus groups in Texas, New Mexico, and Arizona discussed eligibility for VR services, effects of the substance abuse problem and state of recovery on the VR process, client motivations, training needs, and factors contributing to or impeding recovery. Areas of congruence and disparity in counselor and client attitudes are discussed. Recommendations are presented for VR counselor training and program improvement, and the 12 steps of AA are listed. (SAS)

ED 415 046 RC 021 261

Let's Ask the Students...Kentucky, Tennessee, Virginia, and West Virginia Students Talk about Schools and Change.
SPONS. AGENCY- Office of Educational Research and Improvement

for Language Use.
PUB DATE- 97
NOTE- 8p.; In: Teaching Indigenous Languages; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alaska Natives; *American Indian Education; Athapascan Languages; Class Activities; *Distance Education; Higher Education; Language Maintenance; *Learning Strategies; Oral Language; *Second Language Instruction; *Teleconferencing
IDENTIFIERS- Endangered Languages; *Ingalik; Telephone Conversation; University of Alaska

This paper reports on the progress of a group of adults who have been connecting by telephone to learn to speak Deg Xinag, the language of the Deg Hit'an (Ingalik Athabaskan). The Deg Hit'an are the westernmost of the Athabaskan peoples, living near the confluence of the Yukon and Innoko Rivers in Alaska. Since Deg Xinag speakers, all elders, number fewer than 20, and the learners, young adults, are spread among sites too distant to allow them to meet, a one-credit distance education class was organized under the authority of the University of Alaska, Interior Campus--Mcgrath Center. After a first semester fraught with scheduling difficulties and poor phone connections, the second semester class of four speakers and eight learners met once a week for 1 hour with 2 hours of homework. Student-selected goals included learning to perceive and produce the sounds of the language in the context of common expressions and being able to use some expressions in daily routines. Class activities included listening to the speakers converse, speakers modeling the words followed by round-table repetition by learners, and conversation. One of the learners, the teacher-of-record, compiled phrase lists from the conversations and faxed them to students. Each student also completed an independent project, such as translating a children's book or creating a song. In addition to permitting a language learning situation that otherwise could not exist, telephone conferencing created valuable opportunities to use the language in real-life activities. (Author/SV)

ED 415 064 RC 021 334

Heredia, Armando; Francis, Norbert
Coyote as Reading Teacher: Oral Tradition in the Classroom.
PUB DATE- 97
NOTE- 12p.; In: Teaching Indigenous Languages; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Languages; *American Indian Literature; *Bilingual Education; Elementary Secondary Education; Literary Criticism; *Oral Tradition; Reading Comprehension; Reading Instruction; *Second Language Instruction; Story Telling; *Tales
IDENTIFIERS- *Coyote Stories; *Folktales

Although traditional indigenous stories are widely recognized for their artistic merits and their role in the linguistic and cultural continuity of indigenous peoples, they are seldom used in schools. This paper discusses the instructional uses of traditional coyote stories, with particular reference to bilingual revitalization programs involving the teaching of work environments. Contains 44 references. (SAS)

ED 415 081 RC 021 351

St. Clair, Robert N.
The Invisible Doors between Cultures.
PUB DATE- 97
NOTE- 6p.; In: Teaching Indigenous Languages; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Culture; Consciousness Raising; *Cultural Awareness; *Cultural Exchange; *Cultural Maintenance; *North American Culture; *Social Change
IDENTIFIERS- Cultural Values

This paper discusses cultural awareness within the context of 20th-century social changes in the United States and suggests that cultural awareness can be a protective factor in the maintenance of indigenous cultures and languages. Three business-related cultural changes have taken place in America during this century: the creation of the consumer culture, migration out of the inner cities to the suburbs, and the marketing of America within a new international culture of business. Those who are not aware of such cultural shifts risk the chance of becoming engulfed in them. To be culturally aware is to recognize the invisible doors that separate indigenous cultures from the business cultures of America. Such awareness of surrounding host cultures allows one to move between cultures without suffering cultural loss and to protect one's cultural values from being supplanted by the mores of another. (Author/SV)

ED 415 082 RC 021 352

Burnaby, Barbara
Personal Thoughts on Indigenous Language Stabilization.
PUB DATE- 97
NOTE- 10p.; In: Teaching Indigenous Languages; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; *American Indian Languages; Canada Natives; *Change Strategies; *Community Action; *Community Control; Community Leaders; *Community Size; Foreign Countries; *Language Maintenance; Language Usage; Negative Attitudes
IDENTIFIERS- Endangered Languages

This paper presents personal reflections on factors in the preservation and stabilization of North American indigenous languages. All indigenous languages in North America are in danger of being lost. Linguistic and cultural minority communities must control the institutions that affect their lives if there is to be significant and sustainable improvement in their circumstances. While community control is vital to the stabilization of indigenous languages, development of community control and recruitment of human resources are often complicated by conflicting goals and agenda. Some of these complications are illustrated through examples of indigenous control over schools in Canada and control over indigenous language development in general in Yukon Territory. Another introductory science and math courses. The project report provides an overview of the project; a section tracing the project from problem definition to project conclusion with a discussion of administrative pitfalls; information on the background and origins of the project organized into phases with a focus on organization, policies, and funding; a full description of the project; and an evaluation and project results. (DDR)

ED 415 101 SE 061 029

Porter, Gerald J.
An Interactive Text for Linear Algebra. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 40p.; Diskette not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Algebra; College Curriculum; *Computer Uses in Education; *Curriculum Development; Educational Change; Educational Innovation; Educational Technology; Higher Education; Mathematics Curriculum; *Multimedia Materials; Textbooks; Undergraduate Study

This project supported the creation of a computer-based interactive text for linear algebra using guided discovery in a laboratory-based course which emphasized active learning, collaborative learning, and the use of writing. This pedagogical approach had as its goal improved student understanding and retention of the concepts and methods of linear algebra, improved student confidence in using linear algebra in a variety of disciplines, and enhanced student ability to read and write about mathematics. The project report provides an overview of the project, a section that traces the project from problem definition to project conclusion and discusses lessons learned, details on the background and origins of the project categorized by phases, student and faculty reactions to the project, evaluations of the product by its reviewers. An appendix contains a "Mathcad Electronic Book" on a 3.5 computer diskette. (DDR)

ED 415 102 SE 061 030

Johnson, David B.
A Team Taught Interdisciplinary Approach To Physics and Calculus Education.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Calculus; *College Curriculum; *Course Content; Curriculum Development; Educational Change; Educational Innovation; Educational Strategies; *Engineering Education; Higher Education; *Interdisciplinary Approach; *Physics; Science Curriculum; Undergraduate Study
IDENTIFIERS- California; Fund for Improvement of Postsecondary Education

The Special Intensive Program for Scientists and Engineers

Economics and Entrepreneurship: Student Activities. Master Curriculum Guide.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 93
NOTE- 102p.; For related item, see ED 326 653.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Business; Consumer Economics; Consumer Education; Curriculum Guides; Economic Development; Economic Factors; *Economics; *Economics Education; Entrepreneurship; Free Enterprise System; Global Education; Instructional Materials; Macroeconomics; Microeconomics; Secondary Education

Correlated to the Economics and Entrepreneurship Teaching Strategies Master Curriculum Guide, this book features 66 student activities, case studies, comprehension quizzes, and lessons related to economic concepts. Designed for high school students of economics, social studies, and business education, this curriculum guide combines study of basic economics concepts with an understanding of entrepreneurship with such examples as: "Entrepreneurs-then and now" (examples such as Benjamin Franklin, Milton Bradley and Berry Gordy, Jr.); "What would you do if you won the lottery?"; "The circular flow of resources, goods, services, and money payments"; "Invention, innovation, and entrepreneurship"; "Ripple effects in the workplace: microcomputers"; and "How big is the profit slice of pie?" (AA)

ED 415 123 SO 026 866

Comstock, Charles W., Jr.
How To Organize and Manage Your Art Room.
PUB DATE- 95
NOTE- 114p.; Illustrated by Nicholas P. Soloway.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Activities; Art Education; *Art Materials; *Class Organization; Classroom Design; Classroom Environment; *Classroom Techniques; Educational Resources; Elementary Secondary Education; Equipment Maintenance; Time Management

This guide provides practical information for the orderly distribution, collection, and storage of art materials. Hints for working with various media, creating basic art lessons, and managing cleanup procedures are given. The guide includes reproducible worksheets, schedules, charts, and other forms. A final section offers plans for construction of storage units and equipment. (MM)

ED 415 124 SO 027 127

Swenson, Mary, Comp.; Austin, Jane, Comp.
The Cost of Your Shirt. A Simulation Exercise for Secondary Students and Adults, Based on the Real-Life Drama of Guatemalan Textile Workers.
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Philosophy; Elementary Secondary Education; *Foundations of Education; Higher Education; *Preservice Teacher Education; *Social Sciences; *Social Studies; Teacher Education Curriculum

This paper argues that the study of social studies foundations can and does belong in a teacher training program and can serve as a bridge from the college classroom to actual classroom teaching. Preservice social studies professionals should probe the difficult questions and challenges of the foundation of the social studies. Interest in the origins of the social studies has increased in the past 20 years with numerous publications examining the history of social studies. The document traces the development of the social studies through the work of leading names in the education field. Social studies methods textbooks and foundations are examined. The paper concludes that those interested in preserving social studies can return to field's origins for some, but not all, of the answers with which to respond to contemporary critics. (Contains 27 footnotes.) (EH)

ED 415 147 SO 027 956

Powerful and Authentic Social Studies (PASS): Standards for Teaching.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; Knowledge Base for Teaching; Preservice Teacher Education; *Social Studies; State Curriculum Guides; *State Standards; Teacher Competencies; *Teacher Education; Teacher Qualifications
IDENTIFIERS- *Michigan

This document offers a guide to enhance the quality of Michigan social studies teaching. The document draws on two sources, "A Vision of Powerful Teaching and Learning in the Social Studies" (National Council for the Social Studies) and "A Guide to Authentic Instruction and Assessment: Vision, Standards and Scoring" (Newmann, Secada, and Wehlage) to create six standards that blend the elements of both powerful and authentic social studies instruction. Part 1 presents a definition for each standard. Part 2 provides a scoring guide designed to stimulate reflection about powerful and authentic social studies among teachers working collegially in small groups, teams, or departments to improve their craft. The six standards defined are: (1) higher order thinking; (2) deep knowledge; (3) substantive conversation; (4) connections to the world beyond the classroom; (5) ethical valuing; and (6) integration. Includes the Lesson Score Sheet. (EH)

ED 415 148 SO 027 957

Greenberg, Hazel Sara, Ed.; Mahony, Liz, Ed.
Spotlight on the Muslim Middle East - Issues of Identity. A Student Reader and Teacher's Guide.
SPONS. AGENCY- Department of Education, Washington, DC.

Peace; *Racial Discrimination; *Racial Segregation; Social Studies; Teaching Guides
IDENTIFIERS- *Cry the Beloved Country; *South Africa

This unit is based upon study of Alan Paton's novel, "Cry, the Beloved Country," and includes a writing component in which students create an original Bill of Rights for the new Republic of South Africa. To create the new Bill of Rights, students study three basic human rights documents and work in groups to write the finished product. Appended sample materials that can be used to complement social studies/history resources are included. (EH)

ED 415 171 SO 028 328

Wright, Jacqueline
South Africa: A Nation in Transition. A S.E.E.D.S. "Food for Learning" Curriculum Module. Fulbright-Hays Summer Seminar Abroad 1996 (South Africa).
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Studies; *Apartheid; Black Studies; Foreign Countries; Global Education; Instructional Materials; Interdisciplinary Approach; Peace; *Racial Discrimination; *Racial Segregation; Secondary Education; Social Studies; Teaching Guides
IDENTIFIERS- *South Africa

The SEEDS (Service, Education, Economic Development, Science), Inc. program was co-founded by the author as an interdisciplinary project to extend learning experiences with similar-age students from various countries, cultures and backgrounds. The year-long curriculum focuses on the range of South African student and societal experiences. This paper describes subject specific activities for individuals and collaborative groups. Interdisciplinary project ideas are also presented. (EH)

ED 415 172 SO 028 329

Icolari, Ellen
The New South Africa: A Major Power in Transition. Fulbright-Hays Summer Seminar Abroad 1996 (South Africa).
PUB DATE- 96
NOTE- 53p.; Some materials may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Studies; *Apartheid; Black Studies; Foreign Countries; Global Education; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Peace; *Racial Discrimination; *Racial Segregation; Social Studies; Teaching Guides
IDENTIFIERS- *South Africa

This interdisciplinary and multi-modal curriculum unit provides a context for studying South Africa in grades 5-12. Three aspects of the post-apartheid Republic of South Africa are highlighted, including: (1) "Revisiting the Past": a brief history of South Africa's political and social climate; (2) "Beginning the Transformation": an overview of the Reconstruction and Development Plan; and (3) "The Future, A Brighter Day?":

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; *Comprehensive School Health Education; Elementary Secondary Education; Hotlines (Public); Information Services; *Information Sources; *Resource Materials; Technical Assistance; *Young Adults
IDENTIFIERS- *Sexually Transmitted Diseases

This publication lists Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) materials and organizations as identified by the Safe Choices Project. It cites resources and organizations used by the Project for its national HIV/STD prevention trainings and when responding to requests for technical assistance. The publication categorizes the resources as follows: (1) national and local organizations; (2) organizations providing resources for specific populations; (3) regional training and technical assistance network providers; (4) national hotlines; (5) state AIDS hotlines; (6) resources for training modules; (7) the basics of HIV/AIDS; (8) adolescent sexuality; (9) bridging cultural differences and capitalizing on similarities; (10) HIV prevention for street youth; (11) HIV prevention for sexual minority youth; (12) HIV prevention programming; (13) issues in adolescent HIV counseling and testing; and (14) resource sharing and networking. For each listing, the publication provides name, address, and telephone and fax numbers. (SM)

ED 415 193 SP 037 699

Smith, Connie Jo; Hendricks, Charlotte M.; Bennett, Becky S.
Growing, Growing Strong. A Whole Health Curriculum for Young Children.
PUB DATE- 97
NOTE- 222p.; Published by Redleaf Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; *Class Activities; *Comprehensive School Health Education; Diversity (Student); Early Childhood Education; *Health Promotion; *Human Body; *Learning Activities; Safety Education

This curriculum supports teachers who want to integrate health education into the early childhood curriculum, introducing health information through interactive activities. The book presents ideas for eight health-related themes. Themes overlap and are reinforced throughout the book. Chapter 1, "My Wonderful Body," discusses three topics: body parts, the five senses, and body movement. Chapter 2, "I Take Care of My Body," discusses five topics: washing, hair care, teeth care, dressing oneself, and need for rest. Chapter 3, "Foods I Eat," addresses four topics: hunger, different foods, sharing food, and what not to eat. Chapter 4, "My Mad, Sad, Glad, and Scary Feelings," discusses four topics: emotions, self-esteem, friendship, and death. Chapter 5, "My Family, My Community, My World," addresses four topics: families, helping others, community, and helping the environment. Chapter 6, "Be Safe, Not Sorry," presents five topics: safety rules, street safety, seat belts, weapons, and fire. Chapter 7, "If I Need Help," discusses two topics: helpers for health and safety. Chapter 8, "For My Good Health," highlights four topics: preventing disease, taking medicine, preventing drug use, and how children get what they need every day. Each chapter includes sections on diversity, ideas on extending the theme, suggested learning center materials, children's activities, and family information and

Turnover; Preservice Teacher Education; Public Schools; Secondary School Teachers; *Special Education Teachers; Tables (Data); *Teacher Supply and Demand
IDENTIFIERS- Emergency Teacher Certification; *Wisconsin

This report presents 1997 supply and demand information about Wisconsin Public School educational personnel using Wisconsin Department of Public Instruction (DPI) data. The analysis found a large supply of teachers in most subjects. The largest number of new licenses was in fields that already had surplus educators. The number of teachers prepared in special education exceeded 800 for the first time since 1980-1981. There was a continuing decline in numbers of newly hired teachers. Attrition rates for 1995-1996 were 6.5 percent for general education and 8.4 percent for special education. Pupil enrollment trends, changes in retirement guidelines, shifting economic trends, and changes in pupil-teacher ratios affected teacher demand. Numbers of available educators exceeded demand in most fields. The percentage of candidates who found positions in Wisconsin Public Schools was slightly higher for most special education fields. Most emergency licensing was in special education. During 1996-1997, there was a 4-percent overall decrease from the previous year in teacher employability in most fields. Fields with excellent employment prospects included: emotional disturbance, speech and language pathology, and technology education. The report recommends that colleges and universities help prospective educators understand these issues as they make career choices. Four appendixes present: (1) Wisconsin DPI license codes, (2) a survey letter sent to district administrators, (3) a survey form sent to district administrators, and (4) comments from district administrators. (Contains 2 figures and 11 tables.) (SM)

ED 415 212 SP 037 721

Scott, Neil H.
Beginning Teacher Induction Program in New Brunswick, 1996-97 Report.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Faculty Development; Foreign Countries; *Mentors; Program Evaluation; School Districts; Teacher Improvement
IDENTIFIERS- *New Brunswick

This report describes the Beginning Teacher Induction Program (BTIP) in 12 New Brunswick anglophone schools during 1996-1997. Data come from beginning teachers, mentors, principals and district coordinators who participated in the BTIP and completed a survey. Half of the mentors attended a mentor training workshop, an increase from the previous year, and they considered it valuable. Eleven districts held orientations for beginning teachers and mentors, which participants found useful. School level induction activities included regular informational contacts, discussions of strategies, resource sharing, and observations in other classrooms. Participation rates in local activities were higher than the previous year. Over half of the respondents noted a shortage of time to meet and accomplish planned activities. Different teaching assignments, grades, or subjects created problems for 22 percent of the participants. Several district coordinators and

This study investigates shortages of qualified U.S. secondary teachers using data from the 1991 Schools and Staffing Survey (SASS), a nationally representative study conducted by the National Center for Education Statistics. The SASS includes four sets of integrated questionnaires: a school survey, central district survey, principal survey, and teacher survey. This study involved data from 25,079 secondary teachers from 3,724 public and 465 private schools, examining levels and variations in out-of-field teaching. Preliminary results suggest that demand for teachers is on the rise. Reserve pools of teachers are large, but schools have been able to fill available teaching positions at the expense of minimal teacher qualifications. About half of the principals report difficulties filling vacancies. Typical coping strategies include eliminating positions, increasing supplies of certain types of teachers, filling positions with underqualified candidates, assigning other teachers, and using substitutes. While most secondary teachers have substantial training in the main field in which they teach, large numbers teach additional courses in fields for which they do not have at least a college minor. Levels of out-of-field teaching vary substantially by field, with the highest proportion in mathematics (30 percent). There are distinct differences among schools. Small schools, private schools, and schools with high proportions of poor students have higher levels of out-of-field teaching. (Contains 4 tables and 25 references.) (SM)

ED 415 229 SP 037 745

Ingersoll, Richard M.
Teacher Supply and Demand in the U.S.
PUB DATE- 95
NOTE- 9p.; Paper presented at the Annual Meeting of the American Statistical Association (1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Teachers; Elementary Secondary Education; Personnel Selection; Private Schools; Public Schools; *Secondary School Teachers; *Teacher Competencies; *Teacher Effectiveness; *Teacher Qualifications; *Teacher Supply and Demand
IDENTIFIERS- *Out of Field Teacher Assignment; Schools and Staffing Survey (NCES)

This paper examines the extent of current or future shortages of qualified U.S. elementary and secondary teachers. Data come from the 1987-1988 and 1990-1991 waves of the Schools and Staffing Survey (SASS), a nationally representative study by the National Center for Education Statistics (NCES). The SASS includes four sets of integrated questionnaires for schools, central districts, principals, and teachers. This analysis includes selected historical and other data from several other large scale surveys; class size data from the National Education Association's Status of the American Public School Teacher Survey; salary and supply data from the NCES' Recent College Graduates Survey; and data on student enrollment, teachers employed, and pupil-teacher ratios from NCES' Common Core of Data Survey. Results indicate that large numbers of principals have trouble finding qualified candidates to fill positions. For both public and private schools, the most common methods of handling difficulties in filling openings are hiring less qualified teachers, assigning teachers trained in another field or grade level, and using substitute teachers. The end separate the haves from the have-nots based on socioeconomic status alone. Tests must be related to what students are taught in schools. The need for focused continuous learning requires a curriculum that connects elementary and middle schools to high schools. World-class schools require comparison to world-class standards. American schools must meet national, and even some international, standards if they are to become "world-class." The following chapters are included: (1) "Fundamental Curriculum Concepts"; (2) "Curriculum Planning"; (3) "World-Class Curriculum"; (4) "Toward Balanced Assessment"; (5) "Program Evaluation"; (6) "Toward Continuous Curricular Improvement"; and (7) "A Keyhole Peek into the 21st Century." Each chapter contains references. (Contains 11 figures and 8 tables.) (SLD)

ED 415 248 TM 027 911

Wiggins, Grant P.
Assessing Student Performance: Exploring the Purpose and Limits of Testing. The Jossey-Bass Education Series.
PUB DATE- 93
NOTE- 316p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Accountability; *Educational Assessment; Educational Testing; Elementary Secondary Education; Ethics; Feedback; Incentives; *Standards; *Student Evaluation; *Test Use; Test Validity; *Testing Problems; Values

This book explores the practice of testing. Two postulates are assumed: that student assessment should improve performance, rather than just monitoring it, and that testing should be only a small facet of assessment. The first chapter, "Introduction: Assessment and the Morality of Testing," considers what assessment is and how it differs from testing. Chapter 2, "Assessment Worthy of the Liberal Arts," maps out the intellectual problem involved in assessment that examines a student's habit of mind. In the third, fourth, and fifth chapters ("The Morality of Test Security," "Testing and Tact," and "Incentives and Assessment"), moral issues that surround testing but are rarely discussed are explored, including secrecy, incentives in testing, and the obligations of the assessor. The sixth chapter, "Feedback," considers the importance of feedback, and the seventh, "Authenticity, Context, and Validity," analyzes traditional arguments about test validity and why traditional validation methods are inadequate. The final chapter, "Accountability: Standards, Not Standardization," discusses why more testing, in principle, cannot provide better accountability. Standardized testing has little to do with whether schools are more responsive to parent, student, alumni, or institutional customer concerns. (Contains 8 exhibits and 171 references.) (SLD)

ED 415 249 TM 027 914

Wilson, Valerie; Glissov, Peter; Somekh, Bridget
Examining the Test: An Evaluation of the Police Standard Entrance Test.
SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh.
PUB DATE- 96
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

in teaching culturally diverse students. Only one of the supervising teachers scored high enough on the teacher assessment instrument to indicate an attitude favoring student strategies that are student-centered, individualized, and flexible. Most of the student teachers in this sample did not experience cognitive dissonance with culturally diverse students in the classroom and did not change their attitudes as a result. Student teachers need opportunities to experience student-centered teaching strategies as well as teacher-centered strategies. (Contains 23 references.) (SLD)

ED 415 267 TM 027 968

Boser, Judith A.
Effect of Timing on Teacher Education Follow-Up Survey Results.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (26th, Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Employment Patterns; *Graduate Surveys; Higher Education; Research Methodology; *Response Rates (Questionnaires); Test Construction; *Vocational Followup
IDENTIFIERS- University of Tennessee

The potential effect of survey timing on information about teaching employment rates for teacher education program graduates was studied. It is possible that the low rates found by some surveys are more a result of the time of the survey than of low response rate. A secondary purpose was to obtain information about the hiring practices of school systems with regard to when prospective teachers are first offered employment and when graduates prefer to be surveyed. Questionnaires were sent in the spring to 280 students who completed initial teacher preparation programs at the University of Tennessee and became eligible for employment in 1993. Questionnaires were returned by 182 of these graduates (65%). All but 35 of these graduates had returned an earlier survey in the fall. Of the 182 respondents, 121 taught the entire year, 35 did not teach at all during the year, and 26 taught for some portion of the school year. March was the month in which the highest number was employed in teaching. Results of the two surveys show that graduates are more likely to be employed in the spring, but that they are easier to locate in the fall after graduation. Identification of those not yet teaching may be a benefit if faculty and staff know who is still available as vacancies occur. Graduates preferred the fall survey. An appendix contains the cover letter and data collection forms. (Contains 3 tables and 13 references.) (SLD)

ED 415 268 TM 027 969

Boser, Judith A.; Green, Kathy
Research on Mail Surveys: Response Rates and Methods in Relation to Population Group and Time.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (26th, Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 415 286 TM 028 032

Joyner, Jeane; Williamson, Jan
Using Testlets.
PUB DATE- 97
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Algebra; *Educational Planning; Elementary Secondary Education; English Instruction; *Item Banks; Language Arts; Mathematics Education; *Multiple Choice Tests; Reading Instruction; Resource Materials; Science Education; Social Studies; *Standards; State Programs; Student Responsibility; *Test Items; Test Use; United States History
IDENTIFIERS- *North Carolina; Open Ended Questions; Sample Materials; *Testlets

This publication is a resource for North Carolina teachers of grade 3 through high school in English Language Arts, Mathematics, Social Studies, and Science. It describes five different ways to use "Item Bank Testlets," the sample test questions created for teachers to match goals and objectives in the state's "Standard Course of Study." These "Testlets" are a selection of multiple-choice and open-ended questions that are available for reading, mathematics, social studies, and science for grades 3 through 8 and for English I, U.S. History, and Algebra I for high school. Suggestions are given for using the "Testlets" for: (1) instructional planning; (2) diagnosis before instruction begins; (3) after an instructional unit; (4) for ongoing review; and (5) to learn how to answer questions. A section on "Unpacking Multiple Choice Items" presents teacher notes and transparencies for the subject areas. A section on "Responding to Open-Ended Questions" gives examples for reading and mathematics. A final section, "Students Taking More Responsibility," contains two handouts for students to use for their own preparation for study and tests. (SLD)

ED 415 287 TM 028 043

Rea, Dan
Achievement Motivation as a Dynamical System: Dancing on the "Edge of Chaos" with "Serious Fun."
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Need; Classroom Environment; *Classroom Techniques; *Discipline; Elementary Education; Elementary School Students; Elementary School Teachers; Learning Strategies; *Motivation; Play; *Teaching Methods
IDENTIFIERS- *Chaos; Dynamic Learning System; *Fun

Maintaining order and preventing chaos in the classroom are major concerns of educators. However, for many teachers these concerns create a motivational dilemma. If a class lacks order, discrimination to separate the races in the Topeka (Kansas) schools, similar cases from Delaware, South Carolina, and Virginia were consolidated on appeal, and a case decided the same day held that public schools could no longer be segregated. This book describes how things have worked out in the school districts where desegregation began. Attention is focused on the districts other than Topeka because their experience better illustrates how the laws have changed and how desegregation has been redefined. Compliance with the Supreme Court's order was readily achieved in Topeka. The Court's major premise was that official segregation constituted a denial of equal protection, while its minor premise held that racial isolation damaged the confidence of black youths and distorted their self-image. In the "Brown" districts, education has suffered from naively liberal court orders, from the influence of progressive education, and from the defiant and irresponsible behavior of some students. Furthermore, in a democracy, social reform should be undertaken by the people's elected representatives and not by unelected judges. Overall, the attempt to integrate the nation's schools has been a failure, as judges have been inept educational administrators. The following chapters are included: (1) "Washington: Showcase of Integration"; (2) "Massive Resistance in Prince Edward County, Virginia"; (3) "Beyond Freedom of Choice: Clarendon County, South Carolina"; (4) "The Bus Stops Here: New Castle County, Delaware"; and (5) "Back in Topeka." (Contains 13 tables.) (SLD)

ED 415 305   UD 032 083

Mentoring for Youth in Schools and Communities. National
  Satellite Videoconference. Videotape .
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Community Involvement; *Delinquency Prevention; Interpersonal Relationship; Juvenile Justice; *Mentors; Secondary Education; Significant Others; *Urban Youth; Videotape Recordings; *Volunteers; Youth Programs
IDENTIFIERS- Juvenile Justice Delinquency Prevention Office; *Video Teleconferencing

This videotape presents the National Satellite Videoconference on mentoring for youth. The video opens with a discussion of mentoring and presents panelists who make statements about mentoring and youth programs and respond to questions called in by videoconference participants at approximately 500 downlinked sites. Panelists were: (1) Shay Bilchik, Office of Juvenile Justice and Delinquency Prevention; (2) Barbara Lehrner, of Los Angles Team Mentoring, Inc.; (3) Carolyn Andrews of American Express; Valley Big Brothers/Big Sisters; (4) the Reverend Eugene Rivers, director of the National Ten Point Leadership Foundation, a program aimed at inner-city youth; (5) Jean Grossman, Public/Private Ventures, an evaluator of mentoring programs; (6) Tom McKenna of the Big Brothers/Big Sisters of America; and (7) Mindy Shannon Phillips, moderator. A traditional mentoring relationship consists of adult volunteers paired with participating youth in a relationship in which the mentor is a friend rather than a teacher. The video highlights some successful mentoring programs, including the Ten Point Leadership Coalition in Boston (Massachusetts), the Big Brothers/Big Sisters JumpStart Program in Phoenix (Arizona), and Team Works, a Los Angeles (California) mentoring program.

structure does not work equally well for all. This study is guided by principles that a student's cultural capital affects the level and quality of the education the student intends to acquire, and that a student's choice of college will make sense in the context of that student's family, friends, and outlook. Then, through a process of bounded rationality, the student will limit the number of alternatives actually considered. Case studies of 12 white females of average academic performance, from a working-class public school, an upper middle-class public school, a private school, and a Catholic school are supplemented by interviews with a parent and friend of each student and the guidance counselors from the 4 schools. Following an introduction to the study in chapter 1, chapter 2 introduces the seniors being followed. Chapter 3 analyzes the environments of the four high schools. The college counseling process is explored in chapter 4, and chapter 5 examines the influences of family, friends, finances, and high school jobs. Chapter 6 summarizes how students' aspirations develop and vary across socioeconomic groups and school contexts. Findings illustrate the extreme complexity of college choice and the many factors that have an impact on student decision making. (Contains 5 tables and 139 references.) (SLD)

ED 415 324 UD 032 106

Blanchette, Cornelia M.
At-Risk and Delinquent Youth. Multiple Programs Lack Coordinated Federal Effort. Testimony before the Subcommittee on Youth Violence, Committee on the Judiciary, U.S. Senate.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *At Risk Persons; Budgets; Cost Effectiveness; *Delinquency; Delivery Systems; Elementary Secondary Education; *Federal Government; Financial Support; *Government Role; Program Evaluation; Urban Schools; Urban Youth; *Youth Programs
IDENTIFIERS- *General Accounting Office

The General Accounting Office evaluated federal programs that serve at-risk and delinquent youth. The work, which took place over several years, focused on: (1) who administers such programs; (2) how much money is spent on federal programs for at-risk youth; and (3) what is known about their effectiveness. Overall, its is apparent that multiple federal departments and agencies spend millions of dollars funding a wide variety of programs serving at-risk and delinquent youth. Fifteen federal departments and agencies operated 127 such programs in September 1997. About 77% of these were administered by the Departments of Health and Human Services, Justice, Labor, and Education. Many of the programs are potentially duplicative, providing services that appear to overlap those of other programs in the same agency or other agencies, and many provide multiple services. This system has created the potential for inefficient service. In addition, there is a major gap for federal decisionmakers, who need to know what existing programs are accomplishing individually and in combination. The Government Performance and Results Act of 1993 can move the agencies that run these programs toward a more integrated approach and brings with it a greater emphasis on accountability and the assessment of program results. Frequently, however, strategic plans are not specific enough to

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; Computer Software; *Computer Software Evaluation; *Computer Uses in Education; *Curriculum Development; *Educational Resources; Educational Trends; Elementary Secondary Education; Futures (of Society); Internet; Multimedia Instruction; Multimedia Materials; *Social Studies; Values Education; World Wide Web
IDENTIFIERS- *Technology Integration

This book is designed to help educators understand different types of technological resources for teaching social studies, plan and evaluate these resources in the curriculum, and examine potential future trends. The topics include an overview of social studies education and resources for exploring technologies, and guidance on how technology and computer software for social studies can place learners in an active role as they pursue social education goals. Computer software applications for teachers and students are evaluated, as are the uses of the Internet, the World Wide Web, and multimedia. Also considered is how technology helps achieve the social studies goals of examining values and making civic-moral decisions in an increasingly diverse classroom, society, and world. Chapters include: Social Studies and Technology: Past, Present, and Future; Promoting Social Studies Learning with Technology: Some Basic Considerations; Application and Research Software for the Social Studies; Tool Software in the Social Studies; Optical Technologies and Hypermedia; Building Community in the Computer Age; Technology and the Future: The Internet--A Forerunner to the Information Superhighway; and Resources for Using Technology in Social Studies Education. Includes a glossary and subject index. The book concludes with a list of resources--software companies, CD-ROM producers, videodisc producers, digital video producers, books, journals, and Internet sites--for using technology as a teaching and learning tool in a social studies classroom. (Author/SWC)

ED 414 880 IR 018 649

Tobin, Lad
Using Computers for Collaborative Writing: An Interdisciplinary Project (1001).
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Mediated Communication; Computer Networks; Computer Uses in Education; *Cooperative Learning; Critical Thinking; Higher Education; Innovation; Microcomputers; Online Systems; *Student Attitudes; *Teacher Attitudes; Writing (Composition); *Writing Processes

An interdisciplinary project was developed in which faculty and students learned to use writing in new and innovative ways. The 3-year project focused on five problems in the teaching and practice of college writing: the negative attitude of faculty towards the teaching of writing; the negative attitude of students towards writing; the relative inability of students to think critically in their written essays; the lack of knowledge and imagination in most of the teaching of writing; and the students' lack of experience in collaborative learning projects. Students in courses across the curriculum used a discussion of finding a market for video services. The book is divided into 11 chapters: (1) Still Cameras; (2) Video Cameras; (3) Electronics; (4) Camera Mounts; (5) VCRs and Videotape; (6) Frame Composition; (7) Lighting; (8) Audio; (9) Continuity and Editing; (10) Multiple-Source Systems; and (11) Producing. Each chapter begins with a list of learning objectives. Most chapters include a related skillbuilder activity. Skillbuilders are provided for: camera exercises, scriptwriting, shooting a commercial, lighting strategies, camera skills test, editing the commercial, feature/documentary, music video, rapid edit, editing skills test, talk show, control room skills test, outside client, and demo reel. Five appendices cover additional topics: Setting Up the Portable Camera; The A/B Roll Editor; The Control Room; Using the Switcher; and Assembling the Control Room at a Remote Location. Includes 209 figures illustrating equipment, diagrams of processes, and examples of techniques. Contains a glossary and index. (SWC)

ED 414 899   IR 018 679

Abels, Eileen G.; White, Marilyn Domas; Hahn, Karla
The Development and Implementation of a User-Based Design Process in Web Site Design.
PUB DATE- 97
NOTE- 52p.; Research funded by Disclosure, Inc.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Business Education; Evaluation Methods; *Focus Groups; Higher Education; Information Retrieval; *Information Seeking; Information Systems; Information Utilization; Online Systems; User Needs (Information); *Users (Information); *World Wide Web
IDENTIFIERS- *Web Sites

This report describes the development of a World Wide Web site designed for business school faculty. During the project, the project team formulated and followed a user-based design process, which places the user centrally in all stages of the process: information-gathering, development, test and evaluation, and implementation. The technical report does not discuss in detail all activities involved in the development. Greater attention is given to describing and presenting the results of the data-gathering phase and to explaining the user-based design process both in general and as it was applied in this project. The information-gathering phase is based on a focus group session with faculty from four business schools in an electronic environment, using VisionQuest software, and on supplementary questionnaires. It emphasized identifying the criteria that business faculty consider in using a Web site but also placed these within the context of general information-related behavior. Appendices include human subjects research form, invitation to participate, e-mail questionnaire, description of VisionQuest software, e-mail evaluation of the focus group session, and chronology of the project. (Contains 31 references.) (Author/SWC)

ED 414 900   IR 018 692

USEIN Kick-off Conference: Draft Summary Proceedings.
PUB DATE- 97
NOTE- 50p.; Proceedings of the USEIN Kick-Off Conference (Washington, DC, November 13-14, 1997). For the five commissioned papers presented, see IR 018 693-697. Though

several electronic scholarly initiatives. Papers are divided according to the following nine sessions: (1) "The Economics of Electronic Publishing: Cost Issues"; (2) "The Evolution of Journals"; (3) "Economics of Electronic Publishing: Journals Pricing and User Acceptance"; (4) "Patterns of Usage"; (5) "Technical Choices and Standards"; (6) "Copyright and Fair Use"; (7) "Multi-Institutional Cooperation"; (8) "Sustaining Change"; (9) "Summation." (AEF)

ED 414 917 IR 056 775

Fisher, Janet H.
Comparing Electronic Journals to Print Journals: Are There Savings?
PUB DATE- 97
NOTE- 9p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; Comparative Analysis; *Cost Effectiveness; *Electronic Journals; *Electronic Publishing; Higher Education; Information Dissemination; Information Technology; Models; Nonprint Media; Periodicals; Printed Materials; Publishing Industry; *Scholarly Journals
IDENTIFIERS- Electronic Resources

This paper presents the preliminary results on the costs of electronic journals and compares them to the costs of traditional print journals. The "Chicago Journal of Theoretical Computer Science" (CJTCS) is used as a model and the direct costs incurred in publishing are compared with direct costs incurred for an issue of the same length of the electronic journal, "Neural Computation." Results indicate that the direct costs of publishing an electronic journal are substantially below that of a print journal with the same number of pages. The overhead costs, however, are much higher--1240% higher in this case--but that is adversely affected by the small amount of content published in CJTCS over the course of 18 months of overhead costs compared with NC which published 12 issues over the same period of time. The disparity in the markets for electronic products and print products is, at this point, a very big obstacle to their financial viability, as is also the reluctance on the part of the author community to submit material. (AEF)

ED 414 918 IR 056 776

Getz, Malcolm
Electronic Publishing in Academia: An Economic Perspective.
PUB DATE- 97
NOTE- 31p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Cost Effectiveness; *Electronic Journals; *Electronic Publishing; *Faculty Publishing; Higher Education; Information Dissemination; Information Technology; Library Services; Nonprint Media; Publications; Publishing

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; Electronic Libraries; *Electronic Publishing; Electronic Text; *Faculty Publishing; Higher Education; Information Dissemination; Information Services; *Online Systems; Programming Languages; Reference Services; Researchers
IDENTIFIERS- *Digital Data; Scholarly Writing

The HYPATIA Project envisions the creation of a digital depository and licensing and tracking service for unpublished "academic" works, including working papers, other works-in-progress, lectures, and other writings that are not normally published in formal academic journals. Any academic who wishes to deposit a work will be welcome to do so; there will be no screening or peer review. Deposited works should be sent in HTML (HyperText Markup Language) format and upon depositing, the author will supply information necessary to cataloging the work. Every work deposited in HYPATIA will automatically receive an identifying ISBN-type number. The author, upon submission of the work, may demand that it self-delete from the depository by a date selected, or at any time. With each deposit, an author who wishes to impose terms and limitations of the work may select from a menu of choices. As a starting point, access will be limited to university-affiliated (or research institute-affiliated) users; a second phase of the project would extend access to independent scholars who do not have institutional affiliations. When registering, the user will encounter a series of screens outlining the general conditions on using HYPATIA. The depository will include an electronic catalog searchable by key word or by Boolean logic; the catalog will also be organized in a scroll-through format employing LC (Library of Congress) subject headings. The user will click on the catalog or type in the HYPATIA number to receive the work. The HYPATIA project does not now contemplate attempting to prevent users from making or circulating further copies of works obtained from the depository. Registered authors will have electronic "prestige" reports that they may interrogate any time. If the author has requested payment for access or copying, the registered user will need a debit account to access the work. It will be necessary to seek a grant to support the initial setup of and publicity for the system. The maintenance and helpline costs should be covered by a modest subscription from participating institutions, in exchange for the service of receiving and delivering works into/from the depository. (AEF)

ED 414 936 IR 056 794

Okerson, Ann
The Transition to Electronic Content Licensing: The Institutional Context in 1997.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consortia; *Copyrights; *Fair Use (Copyrights); *Information Technology; Legislation; *Libraries; Library Acquisition; Library Services; Ownership; Publishing Industry; User Needs (Information); Users (Information)

England, United Kingdom, March 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; *Computer Uses in Education; *Educational Technology; *Electronic Libraries; Foreign Countries; Higher Education; Internet; Librarians; *Library Education; *Teacher Education; User Needs (Information)
IDENTIFIERS- *England; Europe; *Telematics

This paper describes the Telematics for Teacher Training Project (T3) Work Package 08, which aims to evaluate, assess, and produce course materials to respond to the information needs of librarians supporting teacher trainers and trainees in higher education institutions across Europe. The increasing use of educational technology to deliver more flexible learning has also affected libraries, and they are in the middle of an information revolution heralded as the "electronic library." These changes demand a new approach to resourcing library staff and users, requiring a skills revolution in the training of librarians to cope with the information needs of teachers and their students. T3 Work Package 08 researched the use of telematics-based information systems in partner teacher training institutions and confirmed the role of the electronic library and its educational potential for future generations of teachers, librarians, and students. The research reveals a disparate view of educational technology throughout the European Union, where systems in use are varied both in type and application even within a particular country, and recommendations for future work must take into account variations in political, technological, and institutional training contexts. By developing universally accessible training programs for partner librarians, acquisition and transfer of the necessary telematics-based skills to their user communities is encouraged and ensured. The ultimate goal of the work package is to contribute to other European-wide programs underway to raise the profile for education of the global information society and its correlate, the electronic library. (Author/SWC)

ED 414 954 IR 056 814

Brown, Carol R.
Planning Library Interiors: The Selection of Furnishings for the 21st Century. Revised Edition.
PUB DATE- 95
NOTE- 162p.; First edition is entitled "Selecting Library Furniture: A Guide for Librarians, Designers, and Architects."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Evaluation Criteria; *Furniture; Furniture Arrangement; Furniture Design; Futures (of Society); Interior Design; *Interior Space; *Library Acquisition; Library Equipment; *Library Facilities; Library Materials; *Library Planning; Library Services; Purchasing; Space Utilization; Study Facilities

For many librarians, the selection of furniture for a new building or the major refurbishing of an existing facility is a once-in-a-lifetime task. The furniture selection process now

10 clusters describing student attributes and behaviors. Though the path and cluster models were highly tentative, valuable insights were offered, including the importance of personal motivation, taking student career differences seriously, and creating academic support programs. Appendices include cluster data tables and methodology of social background variable construction. (YKH)

ED 414 973 JC 980 045

Rasor, Richard A.
Evaluating a College Success Course.
PUB DATE- 98
NOTE- 23p.; Funded by Statewide Student Success Course Initiative. Prepared in cooperation with the Research and Planning Group for California Community Colleges.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; Community Colleges; *Course Evaluation; *Developmental Studies Programs; Educational Research; *Evaluation Methods; Evaluation Needs; Evaluation Research; Experimental Groups; *High Risk Students; *Program Effectiveness; Research Projects; *Study Skills; Two Year Colleges

This paper addresses the methodological issues encountered when attempting to evaluate a college course's effectiveness by determining whether students who enroll in it perform at higher levels than students who did not enroll. The paper identifies resource people who may be helpful in the evaluation, and offers guidelines for the research question, which defines the purpose of the project, and the null or research hypothesis. The necessity of operational definitions is also emphasized, with examples and definitions of key words. Suggested factors to consider in planning the research project include cost, ethics, time, choice of students for the study, availability of students, commitment, faculty, the experimenter effect, student retention during the study, outcome measures and when to examine them, treatment rigor, and necessary sample size. The four research models provided for evaluation of the college success course are: (1) the experiment with randomly assigned partially matched students; (2) the experiment with randomly assigned unmatched students; (3) the post-facto design; and (4) the time series design. Selection of a particular model depends on the collective purpose of the evaluation. The paper concludes with a suggested outline for the ensuing research report.(YKH)

ED 414 974 JC 980 046

Rasor, Richard A.; Barr, James E.
Streamlining the Transfer Ready Model, and How Data Outcomes Compare to Requirements by the Student Right To Know Legislation.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); *College Transfer Students; Community Colleges; *Data Analysis; Database Management Systems; Educational Change; Information Transfer; Intercollegiate Cooperation; Required Courses; *Statewide Planning; *Student Rights; Tables (Data); *Transfer Programs;

ED 414 993 PS 025 077

Dodge, Diane Trister; Koralek, Derry Gosselin; Pizzolongo, Peter J.; Al-Salam, Debra
Caring for Preschool Children: A Competency-Based Training Program. Volumes I and II. Second Edition and a Trainer's Guide.

PUB DATE- 96
NOTE- 939p.
LANGUAGE- English
EDRS Price- MF6 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Caregivers; Day Care Centers; Instructional Materials; Learning Modules; *Preschool Children; Preschool Education; Preschool Teachers; *Teacher Competencies; Teaching Guides; Training
IDENTIFIERS- CDA; Child Development Associate; Competency Based Curriculum; Military Day Care

The "Caring for Preschool Children" program was designed as a personalized training program to help adults working with preschool children acquire the skills and knowledge needed to provide a high quality preschool program. This two-volume training manual is comprised of 13 modules corresponding to the areas of the Child Development Associate Competency Standards, each containing an overview, self-assessments, learning activities, answer sheets, and a glossary. The modules are: (1) "Safe," preventing, and responding to accidents and injuries; (2) "Healthy," including promoting wellness and reducing the spread of disease, and helping children develop habits that promote good hygiene and nutrition; (3) "Learning Environment," encouraging play and exploration, and planning and implementing schedules, routines, and transitions that meet children's needs; (4) "Physical," providing materials, equipment, and opportunities for gross and fine motor development and encouraging physical fitness; (5) "Cognitive," encouraging children to explore and construct knowledge about their world, and helping children to develop confidence in their ability to think and solve problems; (6) "Communication," helping children use language meaningfully and providing materials and experiences that support emerging literacy skills; (7) "Creative," encouraging exploration and experimentation, offering materials and activities, and showing respect for children's ideas; (8) "Self," developing positive relationships with children and helping them accept and appreciate themselves and others; (9) "Social," helping children develop social skills, get along with others, and express their feelings; (10) "Guidance," encouraging self-discipline and using positive methods to guide children; (11) "Families," sharing information with parents about their child's experiences and development, supporting families, and offering several options for parent participation; (12) "Program Management," learning about each child, following policies and procedures, and teaming; and (13) "Professionalism," assessing one's performance and applying professional ethics. The trainer's guide provides a detailed description of the trainer's role in guiding teachers through the learning activities and includes suggestions for providing feedback and encouraging teachers to extend their learning. Answer sheets and observation forms for assessment, and tracking forms to record each teacher's progress are included. Chapter 1 of the guide discusses the need for an organized

Writing Relationship; Whole Language Approach; Writing Instruction; *Writing Skills; Young Children
IDENTIFIERS- Print Awareness; Special Needs Children; Writing Motivation

Children develop language-related abilities simultaneously from infancy onward, and the conditions that promote first language learning are the same conditions that promote total literacy development: a social context involving immersion, approximation, opportunity to practice, feedback, and modeling. Intended for teachers, reading specialists, administrators, students in teacher education programs, and for parents, this book presents descriptions of strategies for fostering emergent literacy and steps for carrying them out. An underlying theme is the merging of the art and the science of teaching. Chapters in the book are: (1) "Foundations of Early Literacy Development," including past practices, the whole-language movement, thematic instruction, and professional associations and related journals dealing with early literacy; (2) "Observing and Assessing the Needs of Children: Multicultural and Special Learning Needs," including various methods of assessment, and multicultural and language concerns; (3) "Family Literacy Partnerships: Home and School Working Together," exploring why family literacy is important, how to include a family literacy component in the literacy program, and multicultural considerations related to literacy; (4) "Language and Literacy Development," examining how children acquire language and formats for promoting language in the classroom; (5) "How Young Children Learn to Read and Write: An Emerging Literacy Perspective," including developmental trends in literacy acquisition and the place of play in the curriculum; (6) "Motivating Reading and Writing through the Use of Children's Literature," including preparing a literacy-rich environment and creative techniques for story telling; (7) "Developing Concepts about Books and Comprehension of Text," including repeated story readings, webbing and mapping, and authentic assessment of concepts and comprehension; (8) "Developing Reading through Learning about Print," including sight vocabulary, the language experience approach, and strategies for developing sound-symbol relationships; (9) "Writing and Literacy Development," examining how early writing is acquired and authentic assessment of children's writing development and the writing environment; and (10) "Organizing and Managing the Learning Environment for Literacy Development at School," including integrating literacy learning into content areas and strategies for meeting individual special needs. Each chapter includes two case-study activities. Four appendices list children's literature, quality television programs with associated children's books, computer software designed to promote literacy development and creativity, and suggestions for instructors. (HTH)

ED 415 011 PS 026 071

Figueiredo, B.
Postpartum Depression: Is It a Condition Affecting the Mother-Infant Interaction and the Development of the Child across the First Year of Life?
PUB DATE- 96
NOTE- 17p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

our stories of institutionalized early education and care (chapter 5), examining child-centered, play-based perspectives (chapter 6), and exploring the professionalization of early childhood education and education in general as an instrument for the regulation of women and children (chapter 7). An alternative avenue for early childhood education is posited that focuses on social justice and human agency (chapter 8). Contains approximately 300 references. (KB)

ED 415 028   PS 026 143

Whitebook, Marcy; Sakai, Laura; Howes, Carollee
NAEYC Accreditation as a Strategy for Improving Child Care Quality: An Assessment by the National Center for the Early Childhood Work Force. Final Report.
PUB DATE- 97
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accreditation (Institutions); Comparative Analysis; *Day Care; Day Care Centers; Early Childhood Education; Longitudinal Studies; Predictor Variables; Program Evaluation; *Quality Control; Standards
IDENTIFIERS- Day Care Quality; National Association Educ of Young Children

A large-scale longitudinal assessment was conducted of the National Association for the Education of Young Children (NAEYC) child care center accreditation process. The assessment focused on the extent to which centers seeking NAEYC accreditation improve in quality, the level of quality and staff stability achieved, and support needed. Classroom observations and interviews with directors and teaching staff in 92 child care centers resulted in the following major findings: (1) centers that become NAEYC-accredited demonstrated higher overall quality at the beginning of the accreditation process, and showed greater improvement in quality than centers that were unsuccessful in obtaining accreditation; (2) nearly 40 percent of NAEYC-accredited centers continued to be rated as mediocre in quality; (3) nonprofit status, higher teacher wages, retention of skilled teachers, and NAEYC accreditation were predictors of high quality; (4) all centers had teacher turnover rates approaching or exceeding 50 percent during the study period, and quality of care, not accreditation, was related to retention of skilled teachers; (5) retention of skilled teachers was related to above average wages, working with well-trained teachers, and a climate of low turnover; (6) regardless of accreditation, highly trained teachers who left jobs earned considerably less than colleagues who remained; (7) accreditation was related to receiving intensive support; and (8) high- or moderate-intensity support was associated with quality improvement. (Four appendices detail findings, describe measurement instruments, and compare NAEYC accreditation criteria and the Early Childhood Environment Rating Scale. Contains 41 references.) (KB)

ED 415 029   PS 026 144

Parents as Partners in Schooling.
PUB DATE- 97
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)

(ED), Washington, DC.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Block Scheduling; Education Work Relationship; *Educational Change; *Educational Quality; Extracurricular Activities; Focus Groups; Grading; *High School Students; High Schools; *Learning Experience; Parent Participation; School Safety; *Student Attitudes; Teacher Effectiveness
IDENTIFIERS- Access to Computers

Studies indicate that information provided by students may contribute to successful implementation of educational innovations, but educators seldom seek out student perspectives. In April and May 1997, over 160 high school students participated in 16 focus groups in Kentucky, Tennessee, Virginia, and West Virginia. The students were primarily seniors and represented various achievement levels, career paths, extracurricular activities, genders, ethnic backgrounds, and attitudes toward school. They attended eight rural high schools in Kentucky and West Virginia, three urban school divisions in Virginia, and four suburban or small-town schools in Tennessee. The students discussed the strengths and weaknesses of block scheduling and year-round schooling, technology, school safety, quality of education, significant learning experiences, teaching, school-to-work opportunities, student activities, inclusion and diversity, parent involvement, and student voice. In general, students gave their schools above-average ratings or high ratings. They also said that schools help them learn by hiring good teachers, keeping class sizes small, providing computers, changing to block scheduling, and offering opportunities for real-life activities such as mentoring or job-shadowing programs. There were concerns about grading, sports activities, computer access and literacy, and a lack of voice in school policy decisions. One-page inserts detail results from each state. (SAS)

ED 415 047 RC 021 263

Reynolds, Nancy Johnston
Cross-Cultural Visual Perception: Native American Drawings.
PUB DATE- 80
NOTE- 26p.; M.S. Terminal Project, University of Oregon.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *American Indians; *Freehand Drawing; Grade 9; *Junior High School Students; Junior High Schools; Racial Differences; *Visual Perception; *Whites
IDENTIFIERS- *Native Americans

Experience in the visual arts promotes students' development of perceptual skills. Visual perception relies on identifying, sorting, and organizing images. This study hypothesized that drawings by Native American and Caucasian students would evidence different visual images when drawn from the same visual stimulus. Students in ninth-grade art classes in three schools drew an eagle by copying a still-life and completed questionnaires. The 76 subjects were 63 percent male, were 32 percent Native American, and ranged in age from 12 to 19. Two independent judges rated certain details of the drawings, as well as overall "likeness to eagle." Overall, Native American students tended to score slightly better than White students, although results varied for subsamples and details. Contains indigenous languages. Instructional uses fall into two broad areas of school-based language learning: the development of academic discourse proficiencies and the development of second-language proficiency (using original versions for indigenous language revitalization purposes and translations for students dominant in the indigenous language and learning the national language). Coyote stories vary widely in their structural complexity and themes. In this variability lies their power as a genre, from a pedagogical point of view. Two extended examples illustrate the features that, respectively, lend themselves to the two broad language learning objectives: developing textual consciousness and literacy-related discourse competencies and providing a source of second-language comprehensible input. The two stories are the Nez Perce "Coyote and the Shadow People," which has a complex story line similar to the Orpheus myth, and from central Mexico, "The Opossum and the Coyote," a simpler children's tale with repetitive structure. Contains 17 references. (Author/SV)

ED 415 065 RC 021 335

Tezozomoc
Revernacularizing Classical Nahuatl through Danza (Dance) Azteca-Chichimeca.
PUB DATE- 97
NOTE- 23p.; In: Teaching Indigenous Languages; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Culture; American Indian History; *Cultural Maintenance; *Dance; Foreign Countries; *Language Maintenance; *Organizations (Groups); Second Language Learning; Uto Aztecan Languages
IDENTIFIERS- California (Los Angeles); Cultural Organizations; Mexican History; *Mexico; *Nahuatl

Traditional Danza Azteca-Chichimeca (an indigenous dance society) contains the elements required for the intergenerational revernacularization of an indigenous language, in this case classical Nahuatl. These requirements entail creating an intergenerational environment in which participants can gain prestige, friendship, and affection and can engage in community building and spiritual centering. This paper provides historical background on Danza and describes efforts of several Danza groups in Los Angeles, California, to bring back classical Nahuatl into daily use. The first sections of the paper discuss the linguistic classification and morphology of Nahuatl, the resistance of Mexico's indigenous peoples to Spanish during the postcontact and colonial periods, Mexican federal policies toward indigenous languages and identity since the Mexican Revolution, and the history of Mexican indigenous dance and dance societies. Grupos Unidos--a coalition of "danzantes" (dancers) in Los Angeles--was formed to better disseminate cultural and linguistic knowledge within Danza. Classes were held on Nahua history from an indigenous perspective, Danza steps, creation myths, indigenous musical instruments, and classical Nahuatl. Although most danzantes were native Spanish speakers, Nahuatl was the dominant indigenous language of origin. In ongoing classes, danzantes seek to learn Nahuatl using categorized trilingual word lists, dictionaries, and the total physical response method involving song and dance. The interconnectivity of Danza has served to spread the language reversal project from California to Texas factor in strategy development is size: the size of a language group as a whole, the size of each community involved in language preservation, the amount the language is used in the group or community, and the number of kinds of situations that exist for using the language. Preservation strategies must combine questions of size with questions of control, and outsiders must be prepared to accept that some communities, especially the smallest ones, will have other priorities than language preservation or revival. Local priorities must be respected. In addition, local leadership must be fostered, the forces that create negativity must be met with healing, and recent accomplishments must be appreciated. Contains 15 references. (Author/SV)

ED 415 083 RC 021 353

Fettes, Mark
Stabilizing What? An Ecological Approach to Language Renewal.
PUB DATE- 97
NOTE- 19p.; In: Teaching Indigenous Languages; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Languages; Community Action; *Discourse Modes; *Language Maintenance; Language Standardization; Native Language Instruction; *Sociolinguistics; Story Telling
IDENTIFIERS- Critical Literacy; *Indigenous Knowledge Systems; Intergenerational Transmission

This paper develops a speaker-centered view of language as an alternative to the monolithic decontextualized abstractions favored by modern linguistics, and suggests the application of the speaker-centered view to indigenous language renewal. The paper contends that the modern notion of languages as homogeneous stable "things" that are taught, learned, and used--a concept deeply embedded in linguistic theory--is fatal to the goal of revitalizing indigenous languages. Language, like an ecosystem, is by its very nature dynamic and ever-changing. In contrast, the speaker-centered perspective asserts that people and their actions are inseparable, recognizes that language is an integral part of people's interactions with each other and their environment, and distinguishes between primary and secondary discourse. Primary discourse is dialogic and immediate, has rules that are tightly integrated with nonverbal experiential knowledge, and is not standardized. Secondary discourse aspires to authority and permanency and need not bear any relationship to things that people actually do and know. Seen from this perspective, indigenous languages and the standardized dominant languages that threaten to engulf them are not as similar as linguists would have us believe. The point of language renewal is not to make indigenous languages resemble standardized ones, but rather to restore the balance between primary and secondary discourse, and with it the balance between people and nature that indigenous communities had once perfected. Successful language renewal requires the interweaving of critical literacy in the dominant language with local knowledge and living relationships expressed through the local indigenous language. Contains 43 references. (Author/SV)

ED 415 084 RC 021 363

Levin, Marjorie; Moss, Marc; Swartz, Janet; Khan, Sherry; Tarr, (SIPSE) at Diablo Valley College in California replaces the traditional engineering calculus and physics sequences with a single sequence that combines the two subjects into an integrated whole. The project report provides an overview of SIPSE, a section that traces the project from problem definition to project conclusion, details on the background and origins of the project, a full description of the project, and an evaluation and project results. Appendices contain detailed course descriptions and time lines for all SIPSE courses, lists of labs and joint presentations, and a discussion of the notational, terminological, and stylistic differences between mathematics and physics. (DDR)

ED 415 103 SE 061 034

DiSpezio, Michael A.
The Science, Spread and Therapy of HIV Disease. Everything You Need To Know, but Had No Idea Who To Ask.
PUB DATE- 98
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Biology; *Communicable Diseases; *Disease Control; *Epidemiology; Health Education; Higher Education; *Preventive Medicine; Science Education; Science History; Secondary Education; Viruses

This book uses a question-and-answer format to provide information on the Human Immunodeficiency Virus (HIV) and the disease caused by infection from the virus, Acquired Immune Deficiency Syndrome (AIDS). Topics covered include: (1) "Outbreak," which discusses the history of the AIDS outbreak including early theories about the causes of AIDS and routes of virus spread; (2) "Basic Biology," which details areas of human biology pertinent to virology including cells, proteins, and messenger RNA; (3) "Viruses," which explains viruses in general and HIV in particular including virus structure, HIV blueprints and variants, and the origin and global spread of HIV; (4) "HIV Transmission," which discusses the role of bodily fluids, sexual contact, and intravenous drug use in HIV spread, the role of condoms in disease prevention, and the role of insects in transferring other disease agents; (5) "HIV Disease," which describes immunological processes in response to HIV infection, target cells, viral load, and HIV progression from the initial asymptomatic infection through AIDS and its accompanying opportunistic infections; (6) "Monitoring HIV Disease," which includes discussion of disease markers, antibody tests, and polymerase chain reaction tests; and (7) "Combating the Infection," which describes drug therapies, acquired immunity, vaccination, and natural immunity. The text is presented in 71 independent modular sections that can be used for classroom or individual use. A self-test follows each section. (PVD)

ED 415 104 SE 061 035

The University of Chicago School Mathematics Project, 1997-98.
PUB DATE- 97
NOTE- 21p.; For an autumn 1996 report on the project, see ED 403 126.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Resources; Educational Technology;

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Clothing; Developing Nations; Foreign Countries; Global Education; *Latin American Culture; *Latin Americans; Multicultural Education; *Needle Trades; Secondary Education; *Sewing Machine Operators; Simulation; Teaching Guides
IDENTIFIERS- *Guatemala; Textiles

This simulation exercise requires participants to practice critical thinking, problem solving, and negotiating skills as they role play real-life conflicts concerning working conditions in a factory in Guatemala City, Guatemala. Participants also learn about Guatemala's history, its social, economic, and political status as of April 1994. Based on a real life situation, the roles involve Guatemalan Labor Ministry official, Phillips Van Heusen (PVH), factory managers, and U.S. citizens concerned about the textile workers' situation and who are actively trying to help the workers win a just settlement with management. Time required for the simulation is 45 minutes to be followed with another 45 minutes for discussion. (EH)

ED 415 125 SO 027 128

Miles, Julie
National Student Campaign Against Hunger and Homelessness, 1995 Fall Organizing Manual.
PUB DATE- 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Economically Disadvantaged; Higher Education; *Homeless People; Housing Needs; *Hunger; Nutrition; *Poverty; School Community Relationship; Secondary Education; Service Learning; *World Problems

This guide is intended to organize education, service, and action events in conjunction with National Hunger and Homelessness Week, November 13-17, 1995. The guide presents a calendar of events, program tips, recruitment tips, an overview of the program, project ideas for fund-raising and service, awareness activities, fact sheets, and resources information. (EH)

ED 415 126 SO 027 160

Shujaa, Mwalimu J., Ed.
Too Much Schooling, Too Little Education: A Paradox of Black Life in White Societies.
PUB DATE- 94
NOTE- 412p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- African Studies; Black Achievement; *Black Education; *Black Students; *Black Studies; Elementary Secondary Education; Equal Education; Higher Education; *Racial Discrimination; United States History

This book attempts to demonstrate some of the ways African-Americans can use their cultural base to educate children. The book fits into the Afrocentric school of thought with its aim to develop subject-centered analysis and solutions for children. The book makes the commitment that education is a cultural imperative for all African-American people who aspire

PUB DATE- 95
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- African History; Arabs; Asian History; Foreign Countries; Global Education; *Islamic Culture; *Middle Eastern History; *Middle Eastern Studies; Non Western Civilization; *Primary Sources; Resource Materials; Secondary Education; Social Studies; *World History
IDENTIFIERS- Middle East; Muslims

These books offer primary source readings focusing on issues of identity and personality in the Middle East. Individual sections of the books examine a particular issue in personality development through the perspectives of Islamic religion and cultural tradition. The issues of identity include: (1) "Religion"; (2) "Community"; (3) "Ethnicity"; (4) "Nationalism"; and (5) "Gender." Unique to the teacher's guide are three essays that provide additional background information: (1) "Thinking about Identity" (Lila Abu Lughod); (2) "Muhammad, the Qur'an and Muslim Identity" (Frank E. Peters); and (3) "Identity and the Literacy Context" (Mona N. Mikhail). Insights and strategies are offered in the teacher's guide to accompany the student readings. Appended materials in the teacher's guide include: a student worksheet on religion, eight teacher readings, and 26 references. The student reader contains maps of the Muslim world. (EH)

ED 415 149 SO 027 963

Ramsey, Patricia G.; Vold, Edwina Battle; Williams, Leslie R.
Multicultural Education: A Source Book. Garland Reference Library of Social Science, Volume 355. Source Books on Education, Volume 18.
PUB DATE- 89
NOTE- 177p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Cultural Education; *Cultural Pluralism; Culture Contact; Elementary Education; *Intercultural Programs; *Multicultural Education; Preschool Education; *Social Studies; United States History

This source book contains essays and annotations on issues related to multicultural education. The literature in this volume includes materials published in and after 1976. The scope of the book includes research and theoretical and practical information related to the implementation of a multicultural perspective in early childhood and elementary school classrooms. Each chapter consists of an essay reviewing the major issues, historical changes, and related research in its topical area, and 30 to 50 related annotated sources. The five chapters include: (1) "The Evolution of Multicultural Education: A Socio-Political Perspective"; (2) "Ethnic Diversity and Children's Learning"; (3) "Multicultural Programs, Curricula, and Strategies"; (4) "Multicultural Teacher Education"; and (5) "Future Directions in Multicultural Education." (EH)

ED 415 150 SO 027 972

summaries of conversations with South African young people. (EH)

ED 415 173 SO 028 330

Ridarelli, Carol Marie
Perceptions of the People of the New South Africa. Fulbright-Hays Summer Seminar Abroad 1996 (South Africa).
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *African Studies; *Apartheid; Black Studies; Foreign Countries; Global Education; Instructional Materials; Interdisciplinary Approach; Peace; *Racial Discrimination; *Racial Segregation; Secondary Education; Social Studies; Teaching Guides
IDENTIFIERS- *South Africa

This unit includes objectives, content, and activities to help students actively explore and analyze the changes that have been affecting the people of South Africa since the end of apartheid. The lessons use materials from interviews with people from a variety of South African backgrounds and their perceptions of the changes in their country. (EH)

ED 415 174 SO 028 787

Bernson, Mary Hammond
Fiction about Japan in the Elementary Curriculum. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Area Studies; *Childrens Literature; Elementary Education; Foreign Countries; *Global Education; Multicultural Education; *Social Studies
IDENTIFIERS- ERIC Digests; *Japan; Trade Books

This Digest guides the elementary teacher in choosing accurate and appropriate works of fiction for teaching about Japan. It suggests important content to watch for and includes a checklist of questions to be used when selecting a book. The questions deal with literary qualities, accuracy, authenticity, stereotyping, language, and morals. Contains an annotated list of six recommended titles. (KCM)

ED 415 175 SO 028 972

Pinhey, Laura A., Ed.; Boyer, Candace L., Ed.
Resources on Civic Education for Democracy: International Perspectives. Yearbook No. 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Center for Civic Education, Calabasas, CA.
PUB DATE- 97
NOTE- 198p.; For the previous yearbook, see ED 401 222.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

activity bulletin. The appendix provides a list of resources to enhance health education. (SM)

ED 415 194 SP 037 700

Moskowitz, Jay, Ed.; Stephens, Maria, Ed.
From Students of Teaching to Teachers of Students: Teacher Induction around the Pacific Rim.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 97
NOTE- 257p.; For Phase 1 study, see ED 383 683; published for APEC by the Office of the Under Secretary, United States Department of Education.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; Comparative Education; *Educational Environment; Elementary Secondary Education; *Faculty Development; Foreign Countries; Higher Education; *Inservice Teacher Education; Mentors; Teacher Collaboration; Teacher Improvement; *Teaching Conditions
IDENTIFIERS- Asia Pacific Economic Cooperation; Australia (Northern Territory); Japan; New Zealand; *Pacific Rim

This is the final report of Phase 2 of a study on teacher training and professional development in the nation members of Asia Pacific Economic Cooperation (APEC). Phase 2 examined policy and practices of teacher induction in 11 participating APEC members. This report provides responses to a survey and three case studies. The survey asked Education Forum representatives or issue-area experts about strategies, programs and practices, participation, mentors, guidance teachers, government policies, financing, outcomes, and future plans. The case studies examined teacher induction models in Australia, Japan, and New Zealand. Results showed that promising teacher induction models operate within a culture of shared responsibility and an environment where all professionals take active roles in the acculturation and transition of new teachers. The programs use a multi-pronged set of support strategies, including mentoring, modeling good practice, orientations, and inservice training; they focus on assisting rather than assessing mew teachers. The report includes six chapters: (1) "APEC Teacher Induction Study: Introduction and Methodology"; (2) "Overview of Teacher Induction Policy and Practice: Results of the Exploratory Survey" (Maria Stephens and Jay Moskowitz); (3) "Strangers in Their Own Country: Teachers in the Northern Territory of Australia" (Jay Moskowitz and Wes Whitmore); (4) "'The Training Year': Teacher Induction in Japan" (David Nohara); (5) "Teacher Induction in an Era of Educational Reform: The Case of New Zealand" (Jay Moskowitz and Shelley Kennedy); and (6) "Lessons Learned, Challenges Remaining" (Jay Moskowitz). Four appendixes present a research frame for the APEC study, the APEC member survey on teacher induction, teacher induction program highlights, and 1995 APEC teacher induction study draft site visit guidelines. (SM)

ED 415 195 SP 037 701

Ryan, Michael J., Ed.
Your Future Career in Education.
PUB DATE- 96
NOTE- 56p.

principals felt they should better inform school administrators about the BTIP and the needs of its participants. Most beginning teachers agreed that the BTIP had benefitted them as new teachers, and all participants agreed that the BTIP should continue. Results indicate significant improvement in the presentation and delivery of the BTIP at the provincial, district, and local level. Despite certain problems, the program is highly regarded for the support it provides to new teachers and for the opportunities for professional development of mentor teachers. (SM)

ED 415 213 SP 037 722

Omoregie, Mike; Coleman, Betty
Technology Infusion: The Impact of Technology Infusion in Creating Quality Instructional Materials.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual National Conference on Creating the Quality School (6th, Oklahoma City, OK, March 20-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Student Teachers; Student Teaching; *Technological Literacy; *Technology Education
IDENTIFIERS- *Jackson State University MS; *Technology Integration

In 1996, teacher educators at the Jackson State University School of Education (Mississippi) implemented the Technology Infusion Project (TIP) for core academic subjects. The project consisted of a comprehensive multimedia computer training program to enlighten participating preservice teachers on how to deliver instruction in English, the arts, geography, and history by utilizing technological tools. Tools included networked multimedia computers, digital cameras, scanners, printers, video projectors, overhead projectors, compact disc recorders, television sets, and personal video conferencing systems. The project provided 2 weeks of technological training during the summer for 20 preservice teachers. After completing training, participants developed multimedia projects to represent their areas of specialty. Participants completed an evaluation instrument that examined whether they felt technology infusion played a significant role in (1) developing quality instructional materials, (2) students' academic performance, and (3) preservice teacher preparation. Data on school district students' academic performance were also analyzed. Results indicated that most participants believed technology infusion played a significant role in developing quality instructional materials and was important for preservice teacher education. The academic performance of preservice teachers and students increased by 75 percent in core academic subjects. (SM)

ED 415 214 SP 037 723

Gee, Jerry Brooksher
Curricular Changes Graduates and Undergraduates in Education Perceive To Be Necessary in Their Professional Preparation for Teaching.
PUB DATE- 97
NOTE- 6p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).

result is significant out-of-field teaching. The results suggest that there is not a shortage in the quantity of available teachers, but there are inadequacies in the quality of available teachers. Schools have filled teaching positions, but at the expense of minimal standards of teacher qualification. (Contains 3 tables and 10 references.) (SM)

ED 415 230 SP 037 746

Ingersoll, Richard M.
Teacher Quality and Inequality.
PUB DATE- 96
NOTE- 10p.; Paper presented at the Annual Meeting of the American Statistical Association (Chicago, IL, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Equal Education; Low Income Groups; Personnel Selection; Poverty; Public Schools; *Secondary Education; Secondary School Students; *Secondary School Teachers; Teacher Competencies; *Teacher Effectiveness; *Teacher Qualifications; Teacher Supply and Demand; *Teaching Skills
IDENTIFIERS- *Out of Field Teacher Assignment

This paper presents national data on the extent to which public secondary students are taught core academics by teachers without basic qualifications in their assigned teaching fields, examining whether there are inequalities in the distribution of adequately qualified teachers across and within different U.S. schools. Data came from the 1990-1991 Schools and Staffing Survey, a nationally representative study conducted by the National Center for Education Statistics. The sample included 25,427 public school teachers. Researchers examined data on subject taught, grade level, class type or track, student achievement level, student race/ethnicity, and number of students enrolled. They also looked at teacher certification status and major and minor fields of study. Results indicated that substantial numbers of students, regardless of type of school, were taught core academic subjects by teachers without at least a college minor in the field. There were distinct inequities in the distribution of out-of-field teaching across schools and classrooms. School poverty levels related to amount of out-of-field teaching. High-poverty schools had more out-of-field teaching than low-poverty schools. The amount of out-of-field teaching was not equally distributed across different types of classes and groups in schools. Students in high-track classes had less out-of-field teaching than did those in low-track classes. (Contains 2 tables and 18 references.) (SM)

ED 415 231 SP 037 747

Duckworth, Eleanor
Teacher to Teacher: Learning from Each Other.
PUB DATE- 97
NOTE- 163p.; Prepared by "Eleanor Duckworth and the Experienced Teachers Group."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Discussion (Teaching Technique); Diversity (Student); Elementary School Teachers; Elementary Secondary Education; Evaluation Methods; Graduate Study; Group Discussion; Inservice Teacher Education; Multicultural Education; Secondary School Teachers; Student Evaluation;

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Employment Qualifications; Foreign Countries; Job Skills; Minority Groups; *Occupational Tests; *Police; Test Bias; *Test Interpretation; Test Use; *Testing Problems
IDENTIFIERS- *Scotland

In June 1995, the Scottish Council for Research in Education began a 5-month study of the Standard Entrance Examination (SET) to the police in Scotland. The first phase was an analysis of existing recruitment and selection statistics from the eight Scottish police forces. Phase Two was a study of two police forces using a case study methodology. Identified issues were then circulated using the Delphi approach to all eight forces. There was a consensus that both society and the police are changing, and that disparate functional maps of a police officer's job have been developed. It was generally recognized that recruitment and selection are important, but time-consuming, aspects of police activity. Wide variations were found in practices across the eight forces, including the use of differential pass marks for the SET. Independent assessors have identified anomalies in the test indicating that it is both ambiguous and outdated in part, with differences in the readability of different versions that compromises comparability. Proportionately more women and ethnic minority candidates experience difficulty with the SET, and proportionately more white male candidates are eliminated following background inquiry or for "other reasons" than other groups. Both the insufficient number of applicants from ethnic minority backgrounds and their disproportionately higher failure rate on the SET need to be addressed. Recommendations for improving the construction and use of the SET are offered. Seventeen appendixes present supplemental information about the SET and the study. (Contains five figures and nine tables.) (SLD)

ED 415 250 TM 027 918

Improving Latino Education.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Demography; Diversity (Student); *Educational Improvement; Elementary Secondary Education; Equal Education; Higher Education; *Hispanic Americans; Minority Groups; *Socioeconomic Status; *Teacher Education; Track System (Education)
IDENTIFIERS- *Hispanic American Students; *Latinos

This issue of the Educational Testing Service (ETS) "Policy Notes" highlights some of the viewpoints, research, and data presented at the 1996 ETS Invitational Conference on Latino Education Issues. The meeting brought together four presenters who are nationally recognized scholars with experience with issues related to the educational and socioeconomic conditions of Latinos. Their presentations are summarized in this issue. "Latinos and Education: An Overview of Sociodemographic Characteristics and School Conditions" by Richard R. Valencia characterizes the schooling of Latino students as marked by low achievement and segregation, with a number of inequities and unmet needs. "Preparing Teachers and Administrators To Serve the Needs of Latino Students" by Margarita Calderon describes a systematic approach to schooling for diversity and teacher education to prepare for this schooling. "Students' Pathways to

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business; Educational Research; Literature Reviews; *Mail Surveys; Psychological Studies; *Research Methodology; *Response Rates (Questionnaires); *Scholarly Journals; Sociology; Trend Analysis
IDENTIFIERS- *Population Information

The purpose of this review was to look for trends across time in response rates and variables studied for published mail surveys and to compare response rates and variables studied for different target populations. Studies were identified in databases in four fields: education, psychology, business and marketing, and sociology. A total of 225 articles published between 1931 and the present were selected and classified according to population group and a number of survey characteristics. Mean response rates show a cyclical pattern, with the 5-year period with the highest response rate being 1956 through 1960. There was a decline for the following 10 years, with a rebound in 1971-75, followed by another drop and a rebound in 1986-90. Between 1991-95, the response rate was within one percent of the lowest mean percentage of any period studied. As journals lower their standards (response rate required) for publication, they might increase the number of articles accepted, and this may affect the mean response rate for the period. The overall response rate was affected by the disproportionate number of surveys of the general public. The study also suggests that more highly educated populations tend to have higher response rates. It was disappointing not to find a trend of increasing response rates as researchers learn more about the relative effectiveness of survey procedures. Why this should be so raises interesting research questions. (Contains 6 tables.) (SLD)

ED 415 269 TM 027 973

Suter, W. Newton; Perry, Melanie K.
Evaluation by Electronic Mail.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (26th, Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Distance Education; Education Majors; *Electronic Mail; *Evaluation Methods; Higher Education; *Instructional Effectiveness; *Methods Courses; Online Systems; *Teacher Education

For 3 years, the Diagnostic and Evaluative Procedures course of an education college was offered by electronic mail as well as by a more traditional "chalk and talk" approach, enabling a comparison of the two approaches. In the electronic setting, papers were submitted and questions asked and answered electronically. In the traditional class, students were expected to attend and listen to prepared lectures or participate in class discussions or activities. For this evaluation , there were 78 participants in the electronic classes and 65 in the traditional classes. Both groups were pretested and posttested to assess knowledge of course content. No significant differences in knowledge gain were found between the classes, suggesting that it is possible to conduct the class electronically without loss of academic performance.

students tend to play and become over-excited instead of learning. On the other hand, if a class is strictly ordered, students become bored and make minimal effort for learning. Whether the class is ordered, or lacks order, the results for achievement motivation are detrimental. Strict order leads to apathetic stagnation and the lack of order leads to chaotic over-excitement. This paper proposes that the resolution of this dilemma is found dancing on the "edge of chaos" where a dynamical system of motivation emerges. This system unites both the serious and fun aspects of motivation into a complex order. This new order is called "serious fun" and is defined as "play with a purpose." Serious fun goes beyond the apathy of strict order and the over-excitement of chaos to generate an ordered chaos that permits freedom within structure and fun within limits. In this paper, the motivational dilemma concerning chaos in the classroom is elaborated and analyzes, and then the proposed resolution of this dilemma, serious fun, is conceptualized by the introduction of contemporary theories of dynamical systems and psychological reversals. Finally, general educational recommendations on how to dance on the edge of chaos and motivate students with serious fun are provided. (Contains 40 references.) (Author)

ED 415 288 TM 028 046

Wilson, Vicki
Factors Related to Anxiety in the Graduate Statistics Classroom.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; *Graduate Students; Graduate Study; Higher Education; Mathematical Aptitude; *Performance Factors; Self Concept; *Statistics; *Student Characteristics; *Teaching Methods
IDENTIFIERS- University of Southern Mississippi

Anxiety about statistics can result in impaired performance, mental anguish, and avoidance of statistics courses needed for professional advancement. The purpose of this study was to examine the relationship of the anxiety felt by students in graduate statistics courses to their characteristics and to the teaching strategies used by their instructors to reduce anxiety in the statistics classroom. Participants in the study were 178 students in graduate courses at the University of Southern Mississippi during the 1995-96 academic year. Multiple regression analysis revealed that 37% of the variability in the anxiety score on the Revised Mathematics Anxiety Rating Scale could be explained by the following variables: mathematics preparation, number of years since last mathematics course, perception of mathematical ability, proficiency in calculator use, computer anxiety, expected grade in department in which the course was taken, level of the course, major, age, gender, and teaching strategies for reducing anxiety in the statistics classroom, as measured by the Alleviating Statistics Anxiety Assessment. Independently, mathematics preparation, perception of mathematics ability, proficiency in calculator use, and gender were statistically significant predictors of statistics anxiety. (Contains 5 tables and 36 references.) (Author)

ED 415 289 TM 028 047

Program evaluations have demonstrated that mentoring works, and the remarks of panelists and participants who telephone the conference make it clear how this happens. (SLD)

ED 415 306 UD 032 085

Urban Policies and Programs To Reduce Truancy. ERIC/CUE Digest, Number 129.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Alienation; *Attendance; Community Involvement; *Educational Policy; Elementary Secondary Education; Minority Groups; *Prevention; Program Development; *Student Attitudes; Track System (Education); *Truancy; *Urban Schools; Urban Youth
IDENTIFIERS- ERIC Digests

This digest presents an overview of successful urban anti-truancy strategies, including both supports and penalties for students and their families. It is generally believed that to prevent truancy a sustained, multifaceted, and personalized program for each student must be developed. Community collaboration is essential to these efforts, as the example of the Well Community Council in Pittsburgh (Kansas) illustrates. Alienation from school is a major reason why students become truant, and tracking practices that marginalize poor and minority students are a primary cause of alienation. Organizing schools to promote attendance through supportive personalized attention can do much to prevent truancy. Truancy prevention programs can be designed to increase students' attachment to school and help them overcome personal and family impediments to school attendance. Parents also need a variety of supports, beginning with notification if their children are not in school. Parent counseling and parent workshops can help, providing information about the consequences of truancy and ways to prevent it. School, state, and community policies should make it clear to students and their families that the community has zero tolerance for truancy. States can hold parents responsible for their children's attendance in a variety of ways, even linking eligibility for certain public assistance programs to school attendance. The reasons students stay away from school are diverse, and many remedies are needed to address the problem. (Contains 10 references.) (SLD)

ED 415 307 UD 032 087

Parents.
PUB DATE- 95
NOTE- 46p.; Translated and promoted by the Lao Parents and Teachers Association (Lao PTA), Minneapolis, MN. For related document, see UD 032 088.
LANGUAGE- English; Lao
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

allow the determination of whether an integrated approach is operating. Agencies need to focus their efforts to coordinate with one another at the target group level. Appendixes present a table of agency and program funding and a glossary of definitions of program services. (Contains one table and four figures.) (SLD)

ED 415 325 UD 032 107

Lyman, Isabel
Homeschooling. Back to the Future? Policy Analysis No. 294.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Liberties; Cost Effectiveness; Court Litigation; Elementary Secondary Education; Government Role; *Home Schooling; Instructional Effectiveness; *Nontraditional Education; Parent Student Relationship; *Parents as Teachers; *School Attendance Legislation
IDENTIFIERS- *Religious Right

Dissatisfied with the performance of government-run schools, more and more American families have begun teaching their children at home. Estimates of the number of homeschooled children vary widely; the best estimate is 500,000 to 750,000, but some estimates range up to 1.23 million. All observers agree that the number has grown rapidly over the past 15 years. There are two historical strains of homeschooling, a religious-right thread inspired by author Raymond Moore and a countercultural-left thread inspired by John Holt. Their differences illustrate the various concerns that cause people to choose homeschooling: some want religious values in education, some worry about the crime and lack of discipline in the government schools, others are concerned with the declining quality of education, and still others just feel that children are best educated by their parents. A recent boom in the number of homeschooled students winning admission to selective colleges demonstrates both the growth and the effectiveness of homeschooling. The lesson for educational reformers is that homeschooling, with minimal government interference, has produced literate students at a fraction of the cost of any government program. Homeschooling has been largely deregulated, but further deregulation would make parents' task easier. Contains 62 endnotes. (Author/SLD)

ED 415 326 UD 032 108

Keir, Scott S.; Millea, Susan
Challenges and Realities: Evaluating a School-Based Service Project.
PUB DATE- 97
NOTE- 58p.; For related documents, see UD 032 108-115.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ancillary School Services; Community Involvement; Decision Making; *Delivery Systems; Elementary Education; Elementary Schools; Evaluation Methods; Information Dissemination; Integrated Services; Junior High Schools; Middle Schools; Program Evaluation; *Urban Schools
IDENTIFIERS- Hogg Foundation for Mental Health TX; School Based Services; *School of the Future (Hogg Foundation); *Texas

The Hogg Foundation for Mental Health created the School of the local area computer network to create co-authored essays in which they could communicate on-line with each other and with their professor throughout the process. Results indicate that the project improved student and faculty attitudes toward writing, student writing, the ability of the faculty to teach writing, and the collaborative skills of the students. Most of the professors who participated in the project were convinced that students can learn about subject matter through the process of writing, and that student essays can be interesting to read. Most of the students recognized that academic papers do not have to be a chore to get out of the way quickly, but can be a means of discovering what they really think and feel about the material in their texts, and where their viewpoints fall in relationship to those of their peers and teachers. An executive summary is provided. (Author/SWC)

ED 414 881 IR 018 650

Taylor, Robert P.; Budin, Howard R.
Teacher Training for Using Computers in Minority Education.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Literacy; Computer Software; *Computer Uses in Education; Cooperative Learning; *Curriculum Development; *Economically Disadvantaged; Elementary Education; Microcomputers; *Minority Groups; Problem Solving; Professional Development; Teacher Attitudes; *Teacher Education; Urban Areas
IDENTIFIERS- Access to Computers; *Technology Integration

Based on findings that poorer schools tend to use computers mainly for drill work, while richer ones often use them for other purposes, such as supporting research and creativity, this project aimed to increase the understanding of how to best support teachers in inner-city schools. The project worked intensively with teachers from two inner-city elementary schools on using computers to enhance a problem-solving, cooperative approach to education. Teachers were trained while they had computers in their homes, helped to integrate computing into their curriculum, and supported while they implemented their plans. Results include findings about how best to teach teachers about new software, how long it takes teachers to learn about and use computers well, and how best to support teachers while they implement classroom plans. Learning to use new software proceeds in stages, and may require years for teachers to feel completely comfortable with sophisticated applications. Learning how to use computers and software is often much easier in collaboration with others than learning alone. Time spent with a computer at home helped build teachers' confidence for use in schools. Theoretical and practical learning about software, inside and outside the classroom, should be ongoing. Diffusion of interest about using computers can spread throughout a school, based on interesting projects some teachers are involved in. Schools need to provide time for teachers to learn about computers, and teachers will integrate computing into the curriculum in different ways. The paper includes an executive summary. (SWC)

ED 414 882 IR 018 651

labeled "draft," this is the final version of this conference record.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; *Cooperative Planning; Education; Educational Cooperation; Educational Planning; *Educational Resources; Futures (of Society); *Information Dissemination; *Information Policy; *Information Sources; Libraries; *Strategic Planning
IDENTIFIERS- Education Libraries; National Library of Education DC; *United States Education Information Network

The United States Education Information Network (USEIN) is conceived by the National Library of Education (NLE) as a network or consortium of organizations interested in collaborating to improve the coordination of domestic U.S. education information. The Kick-Off Conference, summarized here, was intended to solicit ideas concerning the structure, membership, and operations of USEIN. The conference was attended by approximately 100 invited representatives from the educational community, the library community, education-related professional associations and private industry groups, and relevant Government agencies and their contractors. Participants were asked to work together to derive tangible outcomes and produce an agenda for USEIN development. They were also asked to consider how to effectively collaborate to improve existing information dissemination and to identify information gaps needing to be filled. Discussion papers were commissioned from five authors: Jo Ann Carr, Jon D'Amicantonio, Patricia Libutti, Donald Ely, and Nancy O'Brien. Each conference session included the presentation of a commissioned paper, participant questions and comments, and breakout group discussions. Day one was organized into two sessions under the respective headings: "Moving USEIN From Vision to Practice" and "How USEIN Can Ensure Excellence, Access, and Equity in Services." Day two was organized into two sessions under the respective headings: "How To Make USEIN Functional: Developing an Action Plan" and "Common Threads and Next Steps." Also presented on day two were: "A Helpful Discussion of USEIN", by Toni Powell, and "The NLE Perspective", by Blane Dessy. (In post-conference planning activities, NLE expressed the intent to change the USEIN name so as to avoid confusion with the "U.S. Network for Education Information" (USNEI), formed for similar purposes at the international level.) (SWC)

ED 414 901 IR 018 693

Ely, Donald P.
Technological Challenges and Opportunities in the United States Education Information Network Collaboration and Service Delivery.
SPONS. AGENCY- National Library of Education (ED/OERI), Washington, DC.
PUB DATE- 97
NOTE- 30p.; Paper prepared for the USEIN Kick-Off Conference (Washington, DC, November 13-14, 1997). For conference proceedings, see IR 018 692.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Computer Security; Copyrights; *Educational Resources; *Electronic Libraries;

Industry
IDENTIFIERS- Electronic Resources

The challenge to academia is to invest in services that will turn the abundance of electronic data into sound, useful, compelling information products. The process of filtering, labeling, refining, and packaging, that is, the process of editing and publishing, takes resources and will be shaped by the electronic world in significant ways. This essay is concerned with this process. The pace of investment in digital communication within academia may well be led by its value in education, service broadly defined, and research; in each case, institutional revenues and success may depend on effective deployment of appropriate digital communication. The opportunity to distribute journals electronically has implications for publishers' costs and revenues. Digital documents can be distributed at lower cost than paper; the network may also reduce some editorial costs. However, sustaining high production values will continue to involve considerable cost because quality editing and presentation are costly. On the revenue side, sale of individual subscriptions may, to some degree, yield to licenses for access via campus intranets and to pay-per-look services. Publishers are likely to work with an agent for design and distribution of electronic information. In contemplating how to take advantage of electronic publications, universities and their libraries must consider how conventional operations might be pruned to allow for more expenditure on electronic information products. In the end, universities should be drawn to the electronic information services because of their superiority in instruction, their reach beyond the academy, and their power in the creation of new ideas. (Contains 31 references.) (AEF)

ED 414 919 IR 056 777

Regier, Willis G.
EPIC: Electronic Publishing is Cheaper.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Cost Effectiveness; Costs; *Electronic Journals; *Electronic Publishing; *Faculty Publishing; Higher Education; Information Dissemination; Information Technology; Marketing; Nonprint Media; Publications; Publishing Industry
IDENTIFIERS- Electronic Resources

Advocates of inexpensive publishing confront a widespread complaint that there is already an overproduction of scholarship that electronic publishing will make worse. The costs of electronic publishing correlate to a clutch of choices: speeds of access, breadth and depth of content, visibility, flexibility, durability, dependability, definition of community, differentiation, and ease of use. Three disadvantages of electronic publishing in terms of expenditures include: (1) new costs to preparation of the first copy; (2) savings enjoyed by the publisher are made possible only if the end user has also invested a large sum in making it possible to receive the publication; and (3) both the scholarly publisher and the end-user alike are dependent on even greater costs

IDENTIFIERS- *Electronic Resources; *License Agreements

Instead of relying on national copyright law, surrounding case law, international treaties, and prevailing practice to govern information transactions for electronic information, copyright holders have turned to contracts (or licenses as they are more commonly called in the library world) as the mechanism for defining the owner, user, and uses of any given piece of information. The phenomenon of institutional licensing for electronic content has evolved in a short time. By the late '80s, libraries began to purchase shrinkwrapped ("pre-licensed") content. Concurrently, a number of indexing and abstracting services offered electronic versions directly to libraries via CD-ROM or through dial-up, and it was at this point, within the last 10 years, that library licenses gradually became recognized as a means to a new and different sort of information acquisition or access. Complaints about terms of licenses began to be (and continue to be) many. Some notable challenges of the library licensing environment today are in the following areas: terms of use; scalability; price; the liability-trust conundrum; the aggregator aggravation; the challenge of consortial dealings; and institutional workflow restructuring. On the positive side, both individual libraries and consortia of libraries have reported negotiating electronic content licenses with a number of publishers who have been particularly understanding of research library needs. (AEF)

ED 414 937 IR 056 795

Lass, Andrew

The Cross Currents of Technology Transfer: The Czech and Slovak Library Information Network.

PUB DATE- 97

NOTE- 20p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Change; Foreign Countries; Government Role; Information Networks; *Information Technology; *Library Automation; *Library Development; *Library Networks; Library Planning; Library Services; Technological Advancement

IDENTIFIERS- *Czech Republic; Partnerships in Library Services; *Slovakia

A simplified account of an extensive library automation and networking project that the Andrew W. Mellon Foundation initiated and funded in the Czech and Slovak republics is provided in this paper. The proposal to establish "The Czech and Slovak Library Information Network" (CASLIN) commenced in January 1993. Storage, document preservation, retrospective conversion, and connectivity have all undergone substantial changes over the past few years. However, the CASLIN partnership was weakened and library management left dysfunctional due to a parallel, semi-clandestine, political plot. The fact that all the original CASLIN libraries come under the administrative oversight of the Ministry of Culture explains the persistence of territorial behavior; the dramatic cuts in the ministries' overall budgets are passed down to the beneficiaries who find themselves competing for limited goods. The publishing world was strictly regulated under the previous regime. At present, due to severe cuts in budget, many libraries cannot begin to fulfill even the most spartan involves much more than considering what products are available. The acquisition of furniture and shelving includes the following steps: look at the existing library space to determine which furnishings work effectively and which ones do not; study specific service and collection plans and consider how they relate to the library interior; determine the purpose of the new furnishings; consider what furnishings can fulfill the requirements already determined; and make responsible selections and purchase the furnishings. This second edition of "Selecting Library Furniture: A Guide for Librarians, Designers, and Architects," has been completely reorganized and rewritten and includes changes that have occurred in libraries such as compliance with the Americans with Disabilities Act and new technologies that require special equipment. The book contains the following 11 chapters: (1) Library Planning and the Furniture Selection Process; (2) Quality Construction and Issues in Furniture Selection; (3) Shelving; (4) Service Desks; (5) Chairs; (6) Tables, Carrels, and Computer Workstations; (7) Planning and Selecting Furnishings for Children's Areas; (8) Furniture for Work Areas; (9) Sign Systems and Display; (10) The Bid Process; and (11) The Library Furniture Market. An appendix provides the goals, objectives, and furniture selection process for the Carrollton Public Library (Carrollton, Texas). Also included are a list of manufacturers, a list of associations with contact information, and an index. (Contains 190 references.) (Author/SWC)

ED 414 955 IR 056 816

Planning for the 21st Century. Mississippi Library Commission 1996 Annual Report. July 1, 1995 to June 30, 1996.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Agency Role; Annual Reports; Futures (of Society); Grants; Internet; Libraries; *Library Administration; *Library Expenditures; *Library Funding; Library Personnel; *Library Planning; Library Services; Online Systems; Professional Development; Public Libraries; State Agencies; *Statewide Planning
IDENTIFIERS- Access to Computers; *Mississippi Library Commission; Technology Integration

This report provides a brief narrative of the activities of the Mississippi Library Commission in fiscal year 1996, featuring discussion of the Role Planning and Setting Study, telecommunications and technology initiatives, and Libraries Online! project. In the process of developing a strategic 5-year plan, the Mississippi Library Commission gathered information on its role in the development of statewide library service, its relationship with each of the state's library entities, its service priorities, and the allocation of resources. In fiscal year 1996, the Library Commission realized the vision of a network for public libraries, which will link all types of libraries to share resources, provide Internet access, and facilitate the transfer of electronic information. Libraries Online! is a partnership between Microsoft and the American Library Association aimed at providing public access to the Internet and multimedia computers nationwide, with special emphasis on disadvantaged areas. Eighteen public libraries in Mississippi received this award. This report includes the following tables and lists for fiscal year 1996

Two Year Colleges
IDENTIFIERS- American River College CA; *Student Right to Know Model

This paper discusses the transfer ready concept and includes data demonstrating the accuracy and efficiency of the new transfer ready model, in contrast to the current Student-Right-to-Know model. It explains the process of calculating the percentage rates of transfer directed students (those enrolled in both transfer English and math in their freshman year), and transfer ready students (those completing at least 56 transfer units within 4 years, including English and math, and earning a GPA of 2.0 or better). A table containing American River College (California) transfer ready data illustrates the high consistency over time of transfer directed and transfer ready percentages. An additional table demonstrates the consistency of the new model and the high overlap between the two models. The new transfer ready model would allow statewide use by including units earned from other district community colleges, eliminating specific course numbering, and simplifying the final requirement to 56 transfer units with a GPA of at least 2.0. Though difficulties for systemwide application exist, such as inadequate computer capacity and complications due to varied course numbering, in comparison with the current model, the new transfer ready model is superior in accuracy and more feasible for statewide application. (YKH)

ED 414 975 JC 980 047

Ercegovac, Zorana
Information Literacy: Search Strategies, Tools & Resources.
PUB DATE- 98
NOTE- 140p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Higher Education; *Information Literacy; Information Networks; Information Retrieval; Information Services; *Information Sources; Information Technology; Information Utilization; Instructional Materials; Internet; *Library Skills; *Online Searching; *Search Strategies; Textbooks; User Needs (Information)
IDENTIFIERS- Search Engines

This book was created to teach information literacy. It takes a user-centered perspective in using information technology as a tool to accomplish a variety of tasks and is divided into a series of nine interrelated yet independent chapters. Chapter 1 is an introduction to basic concepts, focusing on fundamental models of information sources and the use of library terminology. Chapter 2 teaches how to cite sources in a work, evaluate information, and use library vocabulary. Chapter 3 explains how to search digital libraries on the Internet and learn the language of Web sources and authoring tools. Chapter 4 explores information access tools such as subject searches and classification systems, like those of the Library of Congress. Chapter 5 provides various search strategies and terminology. Chapter 6 discusses the use of online library catalogs. Chapter 7 teaches how to search for periodical indexes and abstracts and seek online "help." Chapter 8 discusses different types of factual reference sources such as dictionaries and encyclopedias. Chapter 9 covers evaluating and using biographical sources, reviews, and criticism. Contains system for staff development, the components of a professional development system, and the importance of linking training to professional development and program improvement. Chapter 2 gives an overview of the training materials, content, and approach. Chapter 3 presents suggestions for managing the training programs, including completing an orientation and providing feedback. Chapter 4 discusses strategies for effective group training sessions. Section 5 presents information on assessing teachers' progress through the modules. Appendices contain forms for the trainers' use. (KDFB)

ED 414 994 PS 025 347

Renard, Rosamunde
Profile of the National Association of Early Childhood Educators.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Advocacy; Community Involvement; Community Programs; Early Childhood Education; Educational Improvement; *Educational Objectives; Foreign Countries; Program Descriptions
IDENTIFIERS- Action Plans; Caribbean; *Community Based Education; Educators; Saint Lucia

This profile describes various facets of Saint Lucia's National Association of Early Childhood Educators (NAECE), whose mission is "to stand up for the rights of children." The profile first presents the association's 5-year action plan, which includes goals for: (1) technical assistance, for example scholarships for the poor to attend early childhood education centers, acquisition of equipment for centers, and dissemination of information; (2) training, for parent educators and community-based management, for example; (3) services, including selling low-cost materials to centers and parents; (4) local and international fundraising; (5) infant-school liaison, including publication of a manual on child development; (6) evaluation, including assessment of NAECE's impact on early childhood centers; (7) government advocacy, such as contact with specific education officials; (8) institutional development, such as acquisition of necessary office equipment; and (9) publicity, including releasing information on radio and television. The profile continues with a discussion of the rationale of NAECE, particularly its advocacy of community-based early childhood education, followed by a listing of the organization's nine objectives. The profile concludes with a presentation of NAECE's budget for 1996-97. (EV)

ED 414 995 PS 025 349

Espinosa, Linda M.; Gillam, Ronald B.; Busch, Robert F.; Patterson, Shirley S.
Evaluation of an In-Service Model To Train Child Care Providers about Inclusion.
SPONS. AGENCY- Office of Special Education and Rehabilitation Services (ED), Washington, DC. Clearinghouse on the Handicapped.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Caregiver Role; Cognitive Development; Developmental Disabilities; *Disabilities; Inservice Teacher Education;

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Depression (Psychology); Foreign Countries; *Infant Behavior; Infant Care; Infants; *Interaction; *Mother Attitudes; Mothers; Motor Development; *Parent Child Relationship
IDENTIFIERS- Infant Distress; *Postpartum Care; *Postpartum Depression

Noting that maternal depression is common during a baby's first year, this study examined the interaction of depressed and non-depressed mother-child dyads. A sample of 26 first-time mothers with postpartum depression at the third month after birth and their 3-month-old infants was compared to a sample of 25 first-time mothers with no postpartum depression at the third month after birth and their 3-month-old infants. The observations were repeated at 6 months and again at 12 months postpartum. The samples were compared for differences in mother interaction behavior, mother's infant care, mother's concern with the baby, infant behavioral difficulties, infant mental and motor development, and infant behavior with the observer. Among the findings are the following: (1) depressed mothers' interaction behavior and care of their infants are less adequate than the non-depressed mothers' interaction behavior and care of their infants at 3, 6, and 12 months postpartum; (2) infants' interaction behaviors during feeding and face-to-face interaction with depressed mothers are less adequate than infants' interactions with non-depressed mothers at 3, 6, and 12 months postpartum; (3) mother-infant interactions are less adequate in the depressed mother dyads than the non-depressed dyads at 3, 6, and 12 months postpartum; (4) depressed mothers are less concerned about their infants than non-depressed mothers at 3, 6, and 12 months postpartum; (5) infants of depressed mothers have more behavioral difficulties at 3, 6, and 12 months postpartum than infants of non-depressed mothers; (6) infants of depressed mothers had lower mental and motor development rates at 6 and 12 months postpartum than infants of non-depressed mothers; and (7) infants of non-depressed mothers behaved in a more positive way with the observer than the infants of depressed mothers. (AS)

ED 415 012 PS 026 072

Moomaw, Sally; Hieronymus, Brenda
More than Magnets: Exploring the Wonders of Science in Preschool and Kindergarten.
PUB DATE- 97
NOTE- 308p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Chemistry; Curriculum Development; *Early Childhood Education; Elementary School Science; *Kindergarten; Physics; *Science Activities; *Science Curriculum; Science Equipment; Science Experiments; Science Instruction; Science Projects
IDENTIFIERS- *Developmentally Appropriate Programs

Science curricula typically do not capitalize on the hands-on, self-initiated learning style of young children. This book provides a comprehensive, developmentally appropriate approach to science education with young children, with special attention to physics and chemistry. The book's introductory chapter is followed by chapters on: (1) science displays; (2) machines and pendulums; (3) science in the sensory table; (4) art activities that incorporate science, music and science; (5) exploring science through cooking activities; and (6) science in the gross-motor arena. Each chapter begins with a section of

DESCRIPTORS- Educational Legislation; *Educational Policy; Elementary Secondary Education; Family School Relationship; Foreign Countries; Government Role; *Parent Participation; Parent Role; *Parent School Relationship; *Parent Student Relationship; School Community Relationship
IDENTIFIERS- *Organisation for Economic Cooperation Development

Parents in many OECD (Organisation for Economic Co-operation and Development) countries want to become more involved in their children's school and understand the educational process more fully. Governments, too, are beginning to recognize that high standards of achievement depend, to a certain extent, on parental support. More and more governments are introducing policies that encourage parents, families and the community in general to be involved in the education offered by their local schools. This report examines family involvement policy in nine OECD countries: Canada, Denmark, England and Wales, France, Germany, Ireland, Japan, Spain, and the United States. The report focuses on the strategies employed in different countries to encourage cooperation between the family, the school, and the community. Part one of the report presents a thematic discussion of parental involvement. The chapters are: (1) "Parental Involvement: The New Solution?," examining parents' rights and duties in education and how school-family cooperation relates to other aspects of government policy; (2) "A Collective Voice for Parents," including the role of the law in encouraging parental involvement, and parental influence on the curriculum; (3) "Involving Parents as Individuals," including communication between school and home; (4) "Developing Partnerships," including how far is parent power desirable, and policy implications. Part II of the report provides policy summaries for each of the member countries, structured similarly based on chapters 2 and 3 of the preceding section, to allow comparisons between countries. Case studies are included in each summary. Contains a 58-item bibliography. (HTH)

ED 415 030 PS 026 146

Love, John M.; Schochet, Peter Z.; Meckstroth, Alicia L.
Are They in Any Real Danger? What Research Does--and Doesn't--Tell Us about Child Care Quality and Children's Well-Being. Child Care Research and Policy Papers.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.
PUB DATE- 96
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Caregiver Child Relationship; Child Development; *Children; *Day Care; Early Childhood Education; *Family Day Care; *Infants; Parent Child Relationship; Research Needs; State of the Art Reviews; Well Being
IDENTIFIERS- Day Care Quality

Recent research suggests that quality of experience in child care centers and family child care homes in the United States is mediocre. The research literature over the past 20 years indicates how variations in quality of care in center-based and family child care affect children's development. Higher levels of quality across a wide range of child care settings are associated with enhanced social skills, reduced behavior problems, increased cooperation, and improved language in children. There appear to be no detrimental effects of infants' attachment relations with their mothers as long as mothers provide adequate attention to infants at home. Longitudinal references and 15 figures. (SAS)

ED 415 048 RC 021 264

Pollack, Ira; Derby, Amy
Searching for American Indian Resources on the Internet.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Convention of the National Indian Education Association (28th, Tacoma, WA, November 1997). Printed on colored paper
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alaska Natives; *American Indian Education; *American Indians; Elementary Secondary Education; Higher Education; *Information Sources; *Resource Materials; *Search Strategies; *World Wide Web
IDENTIFIERS- Search Engines

This paper provides basic information on searching the Internet and lists World Wide Web sites containing resources for American Indian education. Comprehensive and topical Web directories, search engines, and meta-search engines are briefly described. Search strategies are discussed, and seven Web sites are listed that provide more advanced information on searching. Annotated entries on educational resources include Indian education resources (20 entries), curriculum-based resources (21 entries), U.S. Department of Education resources (7 entries), and general educational resources (7 entries). A selected bibliography lists eight other guides to searching the Internet. (SAS)

ED 415 049 RC 021 304

Southern Rural Development Center Annual Progress Report, 1996.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Community Development; Economic Development; Elementary Secondary Education; Higher Education; *Leadership Training; *Poverty; Program Descriptions; Rural Areas; *Rural Development; *Rural Extension; Rural Schools; School Community Relationship; Small Businesses
IDENTIFIERS- *Southern Rural Development Center MS

This annual report of the Southern Rural Development Center (SRDC) describes the agency's extension and research activities from October 1, 1995, to October 1, 1996. SRDC is one of four regional centers coordinating rural development research and extension education programs cooperatively with the land-grant institutions. SRDC cooperates with 29 universities to serve Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, Puerto Rico, South Carolina, Tennessee, Texas, the U.S. Virgin Islands, and Virginia. The first part of the report describes SRDC's funding, sponsors, audiences, staff, and structure, and lists members of the staff, board of directors, and program advisory committees. The remainder of the report describes SRDC-to Mexico City. Contains 20 references and a list of 11 Nahuatl dictionaries and grammars. (SV)

ED 415 066 RC 021 336

Shanklin, M. Trevor; Paciotto, Carla; Prater, Greg
KinderApache Song and Dance Project.
PUB DATE- 97
NOTE- 10p.; In: Teaching Indigenous Languages; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *Bilingual Education Programs; Cultural Activities; *Cultural Education; Dance; *Kindergarten; Kindergarten Children; Language Maintenance; *Parent Attitudes; Primary Education; Program Evaluation; Singing; Student Attitudes
IDENTIFIERS- *Apache (Tribe)

This paper describes activities and evaluation of the KinderApache Song and Dance Project, piloted in a kindergarten class in Cedar Creek (Arizona) on the White Mountain Apache Reservation. Introducing Native-language song and dance in kindergarten could help foster a sense of community and cultural pride and greater awareness of traditional values, as well as serve as a handy language-learning device. A parent survey indicated strong community support for the project, and the songs and dances were chosen with careful preparation. Project evaluation was planned in terms of enthusiasm generated and skill mastery. The children were expected to coordinate three skills simultaneously: singing, dancing, and beating a rhythm. A videotape documented 3 hours of song and dance instruction and parts of a field trip in which a community elder introduced Apache words to teach about cultural practices and plants used in traditional healing. Parents and grandparents attended a final performance of the songs and dances and then took part in a focus group discussion. Positive outcomes included increases in student knowledge of and pride in their culture, the children beginning to sing the songs spontaneously, at least one child beginning to use Apache outside the classroom, and reinforcement of the school's image as a focal point of community. Problems included high turnover in school staff, school budget constraints, difficulty in finding a facilitator with pedagogical expertise, and religious controversy in the community (Christians' opposition to traditional dances). (SV)

ED 415 067 RC 021 337

McCarty, Teresa L.; Watahomigie, Lucille J.; Yamamoto, Akira Y.; Zepeda, Ofelia
School-Community-University Collaborations: The American Indian Language Development Institute.
PUB DATE- 97
NOTE- 23p.; In: Teaching Indigenous Languages; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *American Indian Languages; Bilingual Education; *Educational Cooperation; Educational Strategies; Elementary Secondary Education; Higher Education; *Institutes (Training Programs); *Language

Hope
National Evaluation of the Even Start Family Literacy Program. Report on Even Start Projects for Indian Tribes and Tribal Organizations.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service. Evaluation Service.
PUB DATE- 97
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *American Indian Education; Cherokee (Tribe); Community Characteristics; *Delivery Systems; Early Childhood Education; *Family Literacy; Family Programs; Parent Education; *Program Evaluation; Reservation American Indians; Tribally Controlled Education; *Tribes
IDENTIFIERS- *Even Start; Makah (Tribe); Pascua Yaqui (Tribe); *Program Characteristics

The tribal Even Start program is one of the set-aside components of the U.S. Department of Education's Even Start Family Literacy Program. Even Start combines adult literacy, early childhood education, and parenting education services for parents eligible for adult education and their children from birth to age 7. In 1994-95, nine Indian tribes and tribal organizations received direct federal grants to administer Even Start Projects. This report examines three of the projects: those administered by the Makah Tribe (Washington), the Cherokee Nation (Oklahoma), and the Pascua Yaqui Tribe (Arizona). The following is covered for each project: community characteristics, recruitment of families, program staff, content and delivery of Even Start services, coordination of service components, and evaluation and the Even Start Information System (ESIS). The three projects each serve 20-27 families in primarily rural areas. Many core services are delivered during home visits. This may be the preferred mode of delivery for tribal projects, due to expansive catchment areas and lack of public transportation, and because participants and staff are often previously acquainted. Major issues and challenges confronting tribal projects are related to preserving tribal culture, encouraging parent involvement, poverty, unemployment, lack of facilities, and lack of culturally relevant materials. Appendix includes topic and observation guides for site visits. (Author/SV)

ED 415 085 RC 021 364

Tao, Fumiyo; Arriola, Christine
Special Analysis of Tribal Even Start Projects Data. Even Start Information System.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 97
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; American Indian Education; *Delivery Systems; Early Childhood Education; *Family Literacy; Family Programs; Parent Education; *Participant Characteristics; *Program Evaluation; Reservation American Indians; Tribally Controlled Education; *Tribes
IDENTIFIERS- *Even Start; *Program Characteristics

This report presents results of special analyses of data on seven

Elementary Secondary Education; Information Sources; *Instructional Materials; Mathematics Activities; *Mathematics Curriculum; *Mathematics Education; Relevance (Education); Word Problems (Mathematics)
IDENTIFIERS- *University of Chicago School Mathematics Project

The University of Chicago School Mathematics Project (UCSMP) officially began in 1983 to improve mathematics education for the vast majority of students in grades K-12. UCSMP began by examining the curricula of other countries for proven ideas and methods, creating textbooks and training programs at both the elementary and secondary levels, and engaging in extensive evaluations of its own work. One reason for the implementation of this project is that the information explosion and advances in technology have widened the scope and multiplied the methods of applied mathematics. Another reason is to counter the practice of many existing mathematics courses which avoid the real world and use contrived word problems instead. This document presents detailed information about UCSMP and explains elementary and secondary components of the project. A list of available materials and contact persons is included. (ASK)

ED 415 105 SE 061 036

Baker, William P.; Turturice, Michael W.
Teaching Biology by the Internet.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the Arizona Science Teachers Association (Mesa, AZ, October, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; Computer Uses in Education; Higher Education; Information Literacy; *Internet; *Online Searching; Online Systems; *Science Instruction; Search Strategies; Secondary Education
IDENTIFIERS- Computer Use; Web Pages

This paper introduces instructional methods using the Internet and the World Wide Web (WWW). The purpose of this paper is to specifically demonstrate the effective application of the Internet in teaching biology. Specific strategies such as accessing information via the Internet, effective search assignments, rules for appropriate use of the Internet, creating one's own web page, Internet connectivity, advanced capabilities, and individualizing instruction are discussed with effective sample instructional materials. Contains references and links to on-line resources from around the world. (Author/AIM)

ED 415 106 SE 061 037

Caldwell, Frank
Bring Functions and Graphs to Life with the CBL.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Carolinas Mathematics Conference (Charlotte, NC, October 23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; Educational Technology; Elementary Secondary Education; *Functions (Mathematics);

to be truly self-determining. The book is divided into five parts with sixteen chapters, a foreword and an afterword. Mwalimu J. Shujaa wrote the introductions to each part. The foreword is entitled "Cultural Work: Planting New Trees with New Seeds" (Haki R. Madhubuti). The afterword is entitled "The Afrocentric Project in Education" (Molefi Kete Asante). Part 1, "Evaluating Our Assumptions about Education and Schooling: Developing African-centered Orientations to Knowledge," includes: (1) "Education and Schooling: You Can Have One without the Other" (Mwalimu J. Shujaa); (2) "Black Intellectuals and the Crisis in Black Education" (Jacob H. Carruthers); and (3) "African-American Cultural Knowledge and Liberatory Education: Dilemmas, Problems, and Potentials in Postmodern American Society" (Beverly M. Gordon). Part 2, "African-American Education Initiatives: Historical Resistance to Schooling," contains: (4) "Outthinking and Outflanking the Owners of the World: An Historiography of the African-American Struggle for Education" (Ronald E. Butchart); (5) "The Search for Access and Content in the Education of African-Americans" (Joan Davis Ratteray); and (6) "Historic Readers for African-American Children (1868-1944): Uncovering and Reclaiming a Tradition of Opposition" (Violet J. Harris). Part 3, "African-American Experiences in Schools and Perspectives on Schooling," includes: (7) "Reproduction and Resistance: An Analysis of African-American Males' Responses to Schooling" (Vernon C. Polite); (8) "African-American Principals: Bureaucrat/Administrators and Ethno-Humanists" (Kofi Lomotey); (9) "Educating for Competence in Community and Culture: Exploring the Views of Exemplary African-American Teachers" (Michele Foster); and (10) "Literacy, Education, and Identity among African-Americans: The Communal Nature of Learning" (Vivian L. Gadsden). Part 4, "African-Centered Pedagogy: An Absolute Necessity for African-Centered Education," contains: (11) "Being the Soul-Freeing Substance: A Legacy of Hope in AfroHumanity" (Joyce Elaine King; Thomasyne Lightfoote Wilson); (12) "African-Centered Pedagogy: Complexities and Possibilities" (Carol D. Lee); and (13) "Notes on an Afrikan-Centered Pedagogy" (Agyei Akoto). Part 5, "Patterns of Resistance to European-Centered Schooling: Reclaiming Responsibility for Educating Our Own," includes: (14) "The Emergence of Black Supplementary Schools as Forms of Resistance to Racism in the United Kingdom" (Nah (Dorothy) E. Dove); (15) "Afrocentric Transformation and Parental Choice in African-American Independent Schools" (Mwalimu J. Shujaa); and (16) "The Rites of Passage: Extending Education into the African-American Community" (Nsenga Warfield-Coppock). (EH)

ED 415 127 SO 027 166

Mills, Elizabeth
In the Suzuki Style: A Manual for Raising Musical Consciousness in Children.
PUB DATE- 83
NOTE- 119p.; Illustrated by Al Wiseman.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Auditory Training; Children; Early Childhood Education; Elementary Education; *Music; *Music Education; Music Techniques; Musical Instruments; *Suzuki Method; Teaching Methods

Bingham, Mindy; Stryker, Sandy
Women Helping Girls with Choices: A Handbook for Community Service Organizations.
PUB DATE- 89
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Choice; Career Guidance; Career Planning; *Community Services; Decision Making; Elementary Secondary Education; *Females; *School Community Relationship; Sex Discrimination; *Sex Stereotypes; *Womens Studies

This book offers helpful suggestions for fostering community involvement in career awareness and advocacy issues related to young girls and women. Direct service projects are addressed as well as advocacy projects involving schools and the communities in providing wider opportunities for young women. Recent research data is presented relating to the increasing feminization of poverty, high teenage pregnancy rate, high school dropout rate, and the unrealistic attitude girls and young women continue to exhibit toward work and their futures. The handbook provides a step-by-step process for starting and sustaining projects in the local community. Chapter titles include: (1) "Introduction"; (2) "Getting Started"; (3) "Advocacy Through Publicity and Promotion"; (4) "Sample Projects"; (5) "Fundraising"; and (6) "Long-Range Planning." Resources and additional information are offered. (EH)

ED 415 151 SO 027 976

King, Jason Scott, Ed.; Scurti, Jason, Ed.; And Others
International Law and the Society of Nations: An Introduction to Public International Law in the 1990s. Cases and Materials.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship; *Citizenship Education; Foreign Countries; *Global Education; High Schools; International Cooperation; *International Law; *International Organizations; International Relations; Justice; *Law Related Education; Peace; Social Studies

This casebook on international law was developed by high school students around the globe and emphasizes the important role that students can play in furthering international law education. The text provides teachers and students with a summary review of 25 major cases heard by the International Court of Justice, along with additional materials. The book supports the central role played by international law in resolving disputes affecting the maintenance of world peace and healthy environment, and the attainment of social and economic justice for all persons. This resource book offers a way to become more knowledgeable about the special role international law and the International Court of Justice have within the global community. A brief description of the roles of the International Court of Justice is provided in the introduction.

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Citizenship; *Citizenship Education; *Civics; *Democracy; Democratic Values; Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; Law Related Education; Social Studies; World Affairs
IDENTIFIERS- CIVITAS; ERIC; ERIC Digests

This resource guide is intended to facilitate cooperation and exchange of knowledge among civic educators around the world. The guide is divided into six parts. Part 1 consists of three civic education papers: "Education and Democratic Citizenship: Where We Stand" (Albert Shanker); "Civil Society and Democracy Reconsidered" (Charles Bahmueller); and "Civil Society and the Worldwide Surge of Democracy: Implications for Civic Education" (John J. Patrick). Part 2 features an annotated bibliography of materials about civic education from July 1996 through July 1997 selected from the ERIC database. Part 3 contains nine ERIC Digests on civic education published between 1994 and 1997. Part 4 is an annotated bibliography of books that address key topics about the work of civic educators. Topics covered include comparative politics in democratic societies, Western political philosophy on civil society and democracy, U.S. political/constitutional history, contemporary U.S. civil society, and civic education in the United States. Part 5 is a selective list of Internet resources about international civic education and features information useful to civic educators. Part 6 is an international directory of civic education leaders, programs, organizations, and centers. The entries include names, addresses, telephone numbers, electronic mail addresses, and World Wide Web sites. An appendix concludes the guide and features information about CIVITAS, an International Civic Education Exchange Program and documents and journal articles in the ERIC database. (JEH)

ED 415 176 SO 029 060

Pinhey, Laura A.
Internet Resources for Civic Educators. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; *Citizenship Education; Civics; Educational Media; Elementary Secondary Education; *Information Sources; *Internet; Social Studies; *World Wide Web
IDENTIFIERS- AskERIC; C SPAN; ERIC Digests; *Web Sites

The Internet is an important resource for K-12 citizenship education teachers. Curriculum guides, lesson plans, government documents, conference proceedings, databases, photographs, and multimedia files provide the classroom teacher with a variety of materials including many primary sources. An annotated list of 15 World Wide Web sites are identified for citizenship educators. The descriptive list features C-SPAN Online; THOMAS: Legislative Information on the Internet; AskERIC; Center for Civic Education; Civic Practices Network; Civnet; Close Up

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Choice; College Bound Students; College Students; Higher Education; Intermediate Grades; Middle Schools; *Preservice Teacher Education; Secondary Education; *Teacher Associations; *Teacher Responsibility; *Teaching (Occupation)

This booklet provides information to middle school, high school, and college and university students who are interested in learning about future careers in education. Written by high school students, the booklet contains four chapters. Chapter 1, "The Nation's Schools," discusses the role of public schools, private school options, higher education, and other educational opportunities. Chapter 2, "What Teachers Do," examines teacher responsibilities, work time (e.g., hours per week and months per year), and career opportunities and alternatives. Chapter 3, "Professional Associations and Their Roles," focuses on contracts and contract bargaining. Chapter 4, "Aiming for a Career in Teaching," discusses high school and college preparation for teaching, and student teaching. The three appendixes provide: information on Future Educators of America; resource addresses; and a list of books of interest to future educators. (SM)

ED 415 196 SP 037 702

Dilworth, Mary E., Ed.
Being Responsive to Cultural Differences: How Teachers Learn.
PUB DATE- 98
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Black Students; *Cultural Awareness; *Cultural Differences; Cultural Literacy; *Culturally Relevant Education; Culture; Diversity (Student); Elementary Secondary Education; Higher Education; *Multicultural Education; Preservice Teacher Education; Racial Identification; Student Teaching; *Teacher Attitudes; Teacher Educators; White Students
IDENTIFIERS- African Americans; Preservice Teachers

This book offers suggestions for teacher educators to encourage preservice teachers to construct and expand their own skills and techniques for culturally responsive teaching. The book's 3 parts offer 12 chapters. Part 1 focuses on the perceptions of those grappling with culturally responsive practice. Part 2 suggests ways that attention to culture can influence the manner in which teachers approach instruction. Part 3 discusses various approaches to teacher education practice. The chapters are as follows: (1) "The Presence of an Absence: Issues of Race in Teacher Education at a Predominantly White College Campus" (Pearl M. Rosenberg); (2) "Confronting Issues of Race and Power in the Culture of Schools: A Case Study of a Preservice Teacher" (Jane Agee); (3) "Teacher Efficacy: How Do Teachers Feel about Their Abilities to Teach African American Students?" (Valerie Ooka Pang and Velma A. Sablan); (4) "Culture: A View Toward the Unexplored Frontier" (Michael Webb); (5) "The African Advantage: Using African Culture to Enhance Culturally Responsive Comprehensive Teacher Education" (Mwangaza Michael-Bandele); (6) "Multicultural Content Infusion by Student Teachers: Perceptions and Beliefs of Cooperating Teachers"

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Seniors; *Computer Literacy; Computer Uses in Education; *Curriculum Development; Education Majors; Educational Technology; Elementary Secondary Education; Graduate Students; Higher Education; Preservice Teacher Education; Student Attitudes; Teacher Attitudes

Graduate students (N=72) and undergraduate seniors (N=84) enrolled in education courses were surveyed regarding their perceptions of future professional curricular needs. Comparisons between the two groups revealed a general consensus regarding practical curricular changes perceived to be necessary in professional preparation for teaching. Both groups believed that preservice teachers should begin their field experiences as early as the sophomore year. Graduates recommended emphasizing instruction in computer hardware and software use. Undergraduates felt that instructional technology presented in the freshman year would help students complete assignments in methodology courses. Graduates believed that computer literacy had already become an integral part of learning in the very early grades. Both groups concurred that interdisciplinary, team-taught classes in behavioral management, exceptionalities, and learning disorders would be more effective than conventional instruction as separate subjects. Graduates believed this should be combined with practical field experience. Both groups suggested that courses for elementary education majors should be less content oriented and be presented as broad field integrated studies emphasizing methodology and interrelationships and that, regarding multiculturalism and diversity, core curricular requirements in the social sciences should be less restrictive. Graduates with teaching experience believed that an awareness of principles and practices of school law would be useful. (SM)

ED 415 215 SP 037 724

McGriff, Toni Hughes; Bishop, Harold; Rice, Margaret
Work-Related Behaviors of Elected and Appointed Local Superintendents of Education in the State of Alabama.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; *Administrator Role; *Boards of Education; Elementary Secondary Education; Leadership Qualities; Public School Teachers; Public Schools; School Districts; *Superintendents; Teacher Attitudes
IDENTIFIERS- *Alabama; Appointive Positions; Elected Positions; Teacher Leaders; *Work Commitment

This study examined the perceptions of school board chairs and teacher leaders regarding the work-related behaviors of Alabama's elected and appointed local school superintendents. A mailed survey sought information on: demographics; work-related behaviors identified as essential for successful school system leadership; perceptions of superintendents' general leadership performance in the specific educational delivery system; and specific school improvement actions initiated/completed by the superintendent within the past 5 years. Participants were: (1)

Student Motivation; Teacher Attitudes; *Teacher Collaboration; Teacher Improvement; Teacher Role; Teacher Student Relationship; *Teaching Experience; Teaching Methods
IDENTIFIERS- Essential Schools Movement

Thirteen teachers and a teacher educator describe a year-long graduate program for experienced teachers in which they learned from each other how to become better teachers. The program, which was situated at Harvard's Graduate School of Education, included an integrative seminar, three required courses, and two elective courses. This book is organized around the sessions of the integrative seminar from September to May. The collection of essays, discussions, and journal entries are as follows: "Introduction" (Eleanor Duckworth); "Fourteen Teachers" (Christopher Whitbeck); "Fasten Your Seatbelts...It's Going to be a Bumpy Ride" (Duane Grobman, II); "Let's Make a Deal" (Jane Kays); "Rome Fell, and Nothing Much Happened for a While" (Christopher Whitbeck); "Well, I Guess We'll Do Motivation" (Kristin Newton and Eleanor Duckworth); "Against All Odds: Creating Possibilities for Children to Invent and Discover" (Christopher Whitbeck); "Eye to Eye" (Tracey Guth); "Assessing Assessment" (Suzy Ort); "Assessment as Reality Check" (Herbert H. Gowen, II); "The New Year" (Eleanor Duckworth); "Reflections on Observing a Teacher" (Suzy Ort and Beth Donofrio); "A Change of Scenery" (Kristin Newton and Rosario Jaramillo); "Three Events Important to Humankind, or Something to Drop" (Christopher Whitbeck); "The Search for Wonder: A Continuing Mission" (Kristin Newton); "Thursday Night at the Movies" (Jane Kays); "Reaching Out and Letting Go" (Elissa Wolf); "An Extra Teacher's Mind" (Kristin Newton); "Can the Community be Our Classroom?" (Susan McCray); "Making the Circle Bigger: A Journey in the South Bronx" (Susan McCray); "What Happened to Vivaldi?" (Duane Grobman II and Suzy Ort); "A Game of Cards" (Jane Kays); "Outsiders Still" (Jane Kays); and "Finis Origine Pendent" (Duane Grobman, II and Christopher Whitbeck). (Contains 32 references.) (SM)

ED 415 232 SP 037 748

Adelman, Nancy E., Ed.; Walking Eagle, Karen Panton, Ed.; Hargreaves, Andy, Ed.
Racing with the Clock. Making Time for Teaching and Learning in School Reform.
PUB DATE- 97
NOTE- 98p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Bilingual Students; *Educational Change; Elementary School Teachers; Elementary Secondary Education; Faculty Development; Multicultural Education; Nontraditional Education; Participative Decision Making; Portfolio Assessment; Secondary School Teachers; *Teacher Attitudes; Time Factors (Learning); *Time Management

Ten teachers write about time-related frustrations growing out of school reform efforts, noting how problems were or were not resolved. There are specific examples of what it is like to experience school reform and how reform affects teachers' already full days. These cases are preceded by contextual descriptions. Each case study includes one or more commentaries prepared by representatives (e.g., principals, department chairpersons, or other teachers) from schools and districts discussed. After an introduction by Karen Panton Walking Eagle, chapter 1, "Framing the Cases: Time for Change" (Nancy E. Adelman), discusses the planning, implementation, and

Higher Education: Policy Lessons Learned from the Latino Eligibility Study" by Aida Hurtado and Eugene E. Garcia reviews the problem of the underrepresentation of Latinos in higher education. The final paper, "Aiming for College: Improving the Classroom Instruction of Elementary School Latino Students" by Richard P. Duran, Francisca Escobar, and Michele Wakin discusses achievement and assessment for instructional improvement for Latino students. (Contains six figures.) (SLD)

ED 415 251 TM 027 920

Petry, John R., Ed.; Post, Kathy, Ed.; Allen, Lorraine; Welch, Elizabeth
Mid-South Educational Research Association Proceedings of the Annual Meeting (26th, Memphis, Tennessee, November 12-14, 1997).
PUB DATE- 97
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conferences; Educational Assessment; Educational Change; *Educational Research; *Elementary Secondary Education; Equal Education; *Higher Education; *Research Utilization; Teacher Education; Teaching Methods
IDENTIFIERS- *Mid South Educational Research Association

The Mid-South Educational Research Association (MSERA) is a nonprofit organization with the purpose of encouraging quality educational research in the mid-south and promoting the application of results of quality research in the schools. This volume contains summaries of the papers, discussion sessions, display sessions, symposia, and training sessions presented at the 26th annual meeting. More than 300 abstracts are included, covering a wide range of topics. Most relate to elementary and secondary education, but some are concerned with higher education. Various aspects of instruction, assessment, educational improvement, teacher education, and equal education are considered. The constitution and by-laws of the MSERA are attached. (SLD)

ED 415 252 TM 027 924

Jarrell, Michele G.
A Performance Index in a Performance-Based Accreditation System: Year Two.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (26th, Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Accreditation (Institutions); Achievement Gains; Educational Change; Elementary Secondary Education; Evaluation Methods; Institutional Evaluation; *Performance Based Assessment; Performance Factors; *School Districts; *State Programs
IDENTIFIERS- School Performance Indicators

A statewide performance-based accreditation system began using a performance index in 1995-96 to indicate where school districts fall in the distribution of accreditation levels. The purpose of this study was to determine whether there was a significant gain in the performance index in the second year. The performance index was based on the percentage of performance

Attachments include the description of the course, an evaluation survey, and analysis of co-variance results. (Contains 26 references.) (Author/SLD)

ED 415 270 TM 027 977

Katayama, Andrew D.
Getting Students Involved in Note Taking: Why Partial Notes Benefit Learners More Than Complete Notes.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Notetaking; *Outlining (Discourse); Study Skills; *Transfer of Training; *Undergraduate Students
IDENTIFIERS- *Graphic Organizers; *Student Engagement

Whether graphic organizers were superior to outlines when students were provided with all, some, or none of the information when studying for factual and transfer tests was studied with 117 undergraduates provided with graphic organizers or outlines. Both were provided in three forms: a complete set, a partial set, and a skeletal set of major headings. Results indicate that graphic organizers were more effective than outlines, and partial notes were more effective than complete notes for helping college students transfer text knowledge. However, there was no effect for study note format or amount of provided information for learning text facts. Therefore, in a practical educational setting, results suggest that if teachers just want students to learn facts, there are no advantages to study note formats or amounts of information provided. If, however, teachers are interested in testing transfer of knowledge, there are advantages to graphic organizers and partial notes. Active involvement of students in the note-taking process enhances transfer of knowledge. (Contains 2 figures, 4 tables, and 19 references.) (SLD)

ED 415 271 TM 027 978

Enger, Sandra K.
Linking Instruction and Assessment in Science: Science Learning Opportunities and Student Performance on a Set of Open-Ended Science Questions.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; *Educational Assessment; Grade 9; Graphs; Inquiry; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; Middle Schools; Rural Schools; Science Education; *Science Instruction; Science Teachers; Sciences; Scientific Attitudes; Scoring; Surveys; Tables (Data); *Transfer of Training
IDENTIFIERS- *Middle School Students; Open Ended Questions

The link between instruction in middle school science and assessment in ninth grade science in a small rural midwestern

Robinson, Glen E.
What Do NAEP State Comparisons and Rankings Really Mean?
PUB DATE- 97
NOTE- 27p.; Paper presented at the Council of Chief State School Officers National Conference on Large-Scale Assessment (Colorado Springs, CO, June 18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Comparative Analysis; Demography; Educational Assessment; *Educational Quality; Elementary Secondary Education; Mathematics; *National Surveys; Scores; State Programs; Statistical Bias; Test Results; *Test Use
IDENTIFIERS- National Assessment of Educational Progress; *Rank Order; *Trial State Assessment (NAEP)

This analysis addresses two important questions regarding appropriate uses of the National Assessment of Educational Progress (NAEP) statewide average test score comparisons. First is whether NAEP state test score averages provide meaningful and valid comparisons of the relative educational quality or proficiency of specific states. The other question is what NAEP state test score comparisons really mean. These questions are addressed through data from the 1996 NAEP and the 1992 NAEP State Trial Assessments in Mathematics for eighth graders. Analyses indicate that 89% of the state differences in the NAEP-92 Trial State Assessment test score averages can be explained by variations in four demographic variables over which schools have no control. This suggests that rather than measuring differences in the quality or proficiency of the state's educational programs, the NAEP-92 Trial State Assessment appear to reflect differences in what might be called the difficulty of the educational tasks or challenges facing the states. Where the differences in NAEP state test score averages are found to correlate highly with certain student demographic variables, such correlations should not be used to expect less learning from children in adverse circumstances. Instead, these findings should be rough indicators of the need for appropriate resources and instructional support to help students. In addition to the demographic influences on NEAP state assessment score averages, certain nondemographic factors, such as nonresponse bias, may influence NAEP state test scores substantially, materially affecting state rankings and state comparisons. This is an additional reason for not considering state test score averages as indicators of the relative quality of proficiency of state educational programs. (Contains 10 figures and 20 references.) (SLD)

ED 415 290 TM 028 049

Daniel, Patricia A.; Cimochowski, Anna M.; King, Alexandra I.; Bruckerhoff, Charles E.; Bruckerhoff, Theresa F. S.
CPMSA Comprehensive Partnerships for Minority Student Achievement, Hartford Public Schools. Annual Report.
SPONS. AGENCY- West Hartford Public Schools, CT.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Course Selection (Students); Disadvantaged Youth; Elementary Secondary Education; Grants;

(055)
DESCRIPTORS- *Academic Achievement; *Asian Americans; Child Development; Elementary Secondary Education; Family Programs; Lao; *Laotians; Parent Child Relationship; *Parent Participation; Parent Teacher Cooperation; *Reading Readiness; Safety; *School Readiness; Urban Schools

This collection presents advice to help parents help their children succeed in school. Information sheets are included from many sources, in English and translated into Lao by the Lao Parents and Teachers Association. The emphasis is on the elementary grades, although some of the materials are useful for parents of high school students. The following information sheets are presented: (1) "Protecting Your Child" (The National Child Safety Council); (2) "Show Your Child that Minutes Can Really Add Up"; (3) "Family Justice System Can Improve Behavior Problems"; (4) "Discipline Is a Little Like the Weather in that Every Body Talks about It, But Not Many Do Much about It"; (5) "10 Things To Teach Kids"; (6) "Busy Parents Can Make a Difference: 20 Ways"; (7) "What Parents Can Do"; (8) "Things To Do To Help Your Children: Give Them These Gifts: Time, Patience, and a Good Self-Concept"; (9) "Ways You Can Help Your Child Learn in School"; (10) "Listening Skills Are Important"; (11) Helping Children To Read and Write"; (12) "Reading to Children Is Important"; (13) "Parent Pledge"; (14) "Parent Quiz"; (15) "Language Is based on Experience, Is Learned through Listening, Improves with Good Models, Requires Practice"; (16) "Reading with Your Children: Five Easy Steps"; (17) "Helping Your Children Become Readers"; (18) "Ten Ways Parents Can Improve Children's Success in School"; and (19) "Words that Discourage, Words that Encourage." (SLD)

ED 415 308 UD 032 088

What Are Drugs?
SPONS. AGENCY- Minnesota State Dept. of Human Services, St. Paul. Chemical Dependency Program Div.
PUB DATE- 95
NOTE- 40p.; Translated and promoted by the Lao Parents and Teachers Association (Lao PTA), Minneapolis, MN. For related document, see UD 032 087.
LANGUAGE- English; Lao
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Asian Americans; *Drinking; *Drug Abuse; *Drug Education; *Drug Use; Elementary Secondary Education; Lao; Laotians; Marijuana; *Parent Education; Parent Participation; Prevention

This guide for parents presents, in Laotian and English, information about drugs, drug use and abuse, and treatment for drug use. Most of the information is presented in question and answer form to give parents the information they need to answer their children's questions and help prevent drug use. The following sections are included: (1) "Questions about ... Drugs"; (2) "Questions about ... Alcohol"; (3) "Alcoholism Hurts Self-Family-Friends-Community"; (4) "Key 1: Provide Love and Structure: The Love and Consistent Structure that Parents Offer Is the First Line of Defense against Alcohol and Other Drug Abuse"; (5) "Questions about ... Marijuana"; and (6)

Future (SoF) project to enable selected Texas schools to coordinate and implement school-based social and health services on their campuses and to demonstrate the effectiveness of this method of service delivery by evaluating the project to show the process used and the outcomes that resulted from these efforts. This booklet was developed to accompany another document, "Beyond the Classroom," which focuses exclusively on the qualitative, or process, evaluation of the SoF project. This booklet describes the decision-making processes involved and many of the lessons learned by project staff while evaluating the project. The first section, "The School of the Future Evaluation Process," is a rather detailed description of the SoF project and its evaluation strategies. The second section, "Challenges Encountered and Lessons Learned," describes the lessons learned from the SoF evaluation. Whenever possible an example has been included to give the lessons some context. This document does not contain any discussion of the results of the evaluations. It is intended to aid those who are developing school-based services projects who want guidance in developing a methodologically sound evaluation. Lessons learned stress the importance of defining and agreeing on evaluation goals, learning from unanticipated evaluation findings without diluting the evaluation by collecting information with no bearing on the program evaluation, and disseminating evaluation findings so that they can be used for program improvement. Four appendixes present the SoF concept paper and consent forms for parents, teachers, and students participating in the evaluation. (Contains 2 tables and 27 references.) (SLD)

ED 415 327 UD 032 109

Iscoe, Louise K.; Keir, Scott S.
Revisiting the School of the Future: The Evolution of a School-Based Services Project.
PUB DATE- 97
NOTE- 70p.; For related documents, see UD 032 108-115.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; Community Involvement; *Delivery Systems; Demonstration Programs; Elementary Education; Elementary Schools; *Financial Support; Junior High Schools; Middle Schools; Minority Groups; Program Development; Program Evaluation; Program Implementation; Urban Areas; *Urban Schools
IDENTIFIERS- Hogg Foundation for Mental Health TX; School Based Services; *School of the Future (Hogg Foundation); *Texas

The Hogg Foundation for Mental Health created the School of the Future (SoF) project to enable selected Texas schools to coordinate and implement school-based social and health services on their campuses and to demonstrate the effectiveness of this method of service delivery by evaluating the project. This report documents the evolution of the SoF project, focusing on the four sites 2 years after the end of the initial 5-year funding, looking at the various ways the project has continued after the demonstration program came to an end. It also describes how the four sites looked at different stages: the end of the start-up, the end of the funding period, and 2 years later. Demonstration sites were: (1) two schools in Austin; (2) two elementary and one middle school in Dallas; (3) two elementary and one middle school in Houston; and (4) two elementary and one middle school in San Antonio. All the schools were urban and in high-poverty areas with

Shaffer, Clifford A.
Project GeoSim: A GIS-Based Simulation Laboratory for Introductory Geography.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; Computer Software; *Courseware; Demography; *Geography Instruction; High Schools; Higher Education; Information Dissemination; Internet; Introductory Courses; Migration; *Multimedia Instruction
IDENTIFIERS- Fund for Improvement of Postsecondary Education; *Geographic Information Systems

This report describes a multidisciplinary project by members of Virginia Polytechnic Institute and State University's Departments of Geography and Computer Science, and College of Education, to develop computer-aided education software for introductory geography at the college and high school levels. GeoSim's goal was to produce major changes in undergraduate geography education by applying the capabilities of Geographic Information Systems (GIS) and simulation. The goal was to improve geography education through the use of interactive educational software. A series of five computerized laboratory modules applicable to virtually all introductory geography courses were created: Intlpop/Humpop--teaches the basics of demographics and population modeling; MigModel--used to study modeling of migration patterns between counties of the United States; Mental Maps--a test of knowledge regarding the location and other attributes for cities; Migration and Political Power--simulates the effects of immigration and between-state migration in the United States; and Sense of Place--used to investigate a large database of information about the counties of the United States The modules are highly interactive, appropriate for computer novices, and are able to run on a wide range of moderately priced equipment. An additional part of the project goal investigated the feasibility of disseminating courseware via the Internet. Appendices include descriptions of the tutorials and simulations, a sample exercise and questionnaire in the GeoSim evaluation, and a brochure describing the Project GeoSim. An executive summary is provided. (SWC)

ED 414 883 IR 018 652

Childs, William A.; Alexander, Kirk D.; Lekander, Brian
The Piero Project.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art History; *Computer Graphics; Computer Uses in Education; Courseware; Databases; *Electronic Libraries; Higher Education; *Multimedia Instruction; *Online Systems; Teacher Student Relationship; User Needs (Information)
IDENTIFIERS- *Digital Imagery; *Digitizing; Electronic Resources

Incentives; Information Dissemination; *Information Networks; Information Sources; Intellectual Property; Internet; Library Role; Library Services; *Partnerships in Education; Shared Resources and Services; *Users (Information)
IDENTIFIERS- Access to Computers; Education Libraries; National Library of Education DC; *United States Education Information Network

The definition, role, and functions of "library" are changing. The National Library of Education (NLE) is in transition from a traditional library to a virtual library encompassing "one stop any stop shopping" through conventional and digital means. To adequately plan for the transition, the customer and potential customers of NLE must be studied before technology based systems are installed. Challenges and technological changes of the transition will include: customer interfaces, organization and networking to facilitate access, amalgamation of existing components, recruiting external participants, maintaining quality services, and full text availability. An agenda for the technology-related aspects of the planning process includes: creation of a national union catalog of educational resources; development of metadata formats to serve as platforms for searchable databases; establishing methods and standards for operating multiple distributed collections as one; development of standards for delivery of full text and non-print materials; creation of a workable structure for digital copyright and protection of intellectual property rights; and development of safeguards for system security and individual privacy. Potential pitfalls in the planning process are delineated with suggestions for alleviating them. Topics include: quality of materials; scope and comprehensiveness of resources; copyright and other restrictions to the use of the materials; transition from current procedures to new protocols; cost to the users; the handling of multiple media formats; providing assistance to users; and internal agendas of participating organizations. (Contains 23 references.) (Author/SWC)

ED 414 902 IR 018 694

Carr, Jo Ann
Roles, Responsibilities and Incentives for Potential USEIN Partners.
PUB DATE- 97
NOTE- 46p.; Paper prepared for the USEIN Kick-Off Conference (Washington, DC, November 13-14, 1997). For the conference proceedings, see IR 018 692.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Educational Planning; *Educational Resources; *Incentives; Information Dissemination; *Information Networks; Information Sources; Internet; Libraries; *Partnerships in Education; Shared Resources and Services; *Users (Information)
IDENTIFIERS- Access to Computers; Education Libraries; National Library of Education DC; *United States Education Information Network

The integration of the Internet into many facets of American education requires that any examination of the incentives, roles, and responsibilities for potential USEIN partners reflect the needs of not only traditional education information providers but also those who, in the past, have been consumers but not producers or distributors of education information.

being born by universities and their libraries. The fundamental costs of a university infrastructure are enormous. Publishers are cautiously optimistic that electronic marketing will prove more advantageous than bulk mail, and it will certainly be cheaper. As electronic publishing increases its pressure on hiring, evaluation, tenure, and promotion, the certification and prestige functions of publishers will increasingly depend on their attention to the emerging criteria of electronic publishing, in which costs are measured against benefits that print could never offer. (AEF)

ED 414 920 IR 056 778

Neal, James G.
The Use of Electronic Scholarly Journals: Models of Analysis and Data Drawn from the Project Muse Experience at Johns Hopkins University.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Conference on Scholarly Communicating and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Access to Information; *Electronic Publishing; Evaluation Criteria; *Evaluation Methods; Feedback; Higher Education; Humanities; Mathematics; Models; *Scholarly Journals; Social Sciences; Use Studies; *User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- Electronic Resources; *Johns Hopkins University MD

This paper outlines a series of quantitative and qualitative models for understanding and evaluating the use of electronic scholarly journals, and summarizes data based on the experience of Project Muse at Johns Hopkins University and early feedback received from subscribing libraries. Project Muse is a collaborative initiative between the Press and the libraries at Johns Hopkins University to provide network-based access to scholarly journals including titles in the humanities, social sciences and mathematics. Project Muse has been produced from the outset for usability, with a focus on user-centered features. This has evolved as a participative and interactive process, soliciting input and feedback from users, and integrating user guidance components into the system. Six models of use analysis are discussed in this paper which cover both the macro or library-level and the micro or individual user-level activity: (1) subscribing organizations; (2) subscriber behaviors; (3) user demography; (4) user behaviors; (5) user satisfaction; and (6) user impact. Project Muse's success will ultimately be determined by its support for the electronic scholarly publishing objectives outlined in the Association of Research Libraries/Association of American Universities (ARL/AAU) work. (AEF)

ED 414 921 IR 056 779

Whisler, Sandra; Rosenblatt, Susan F.
The Library and the University Press: Two Views of the Costs and Problems of the Current System of Scholarly Publishing.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.

acquisitions policy; for the same reason, publishers do not consider libraries as important parts of their market. The introduction of information technologies into the state scientific and national libraries, in particular the CASLIN group, was the single most visible and disruptive change. Unless there is a change in government policy towards a more consistent support, both financial and legislative, for education and research, the situation will continue to take on many backhanded twists and turns. (AEF)

ED 414 938 IR 056 796

Meyer, Richard W.
Consortial Access versus Ownership.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Case Studies; *Consortia; *Costs; Data Analysis; *Electronic Journals; Electronic Publishing; Higher Education; Information Policy; Nonprint Media; Periodicals; Printed Materials; Publishing Industry; *Scholarly Journals

This paper reports on a consortial attempt to overcome the high costs of scholarly journals and to study the roots of the cost problem. A multi-discipline study of the impact of electronic publishing on the pricing of scholarly periodicals is discussed. A brief overview of the pricing issue comparing print and electronic publishing is followed by a summary of the access approach to cost containment technique. This is then followed by a preliminary report on an attempt at this technique by a consortium and on the associated econometric study. This 3-year study is collecting data on approximately 6,000 journal titles gathered from the combined subscription lists of the 13 Associated Colleges of the South (ACS) libraries. The study includes analysis directed at testing the viability of consortial access versus ownership as well as the potential long-term solution that would derive from emergence of a new core of electronic titles. A complete financial analysis of the impact of consortial, electronic access to a core collection of general purpose periodicals as well as an econometric analysis of the impact of electronic availability on pricing policy will issue from the study conducted under an Andrew W. Mellon Foundation grant. Contains 42 references. (AEF)

ED 414 939 IR 056 797

Neff, Raymond K.
A New Consortial Model for Building Digital Libraries.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Consortia; Electronic

information: Mississippi Library Commission Funds Received and Expended; State Personnel Grants to Public Library Systems--listed by library system and including the system headquarters, population, and grant amount; Public Library Employees' Health Insurance; Federal Grants--divided into Title I, Title II, Title III, and Title VI; Out-of-State Travel--listed with name of employee, destination, purpose, and amount; and Meetings, Conferences and Conventions Attendance--including name of employee, purpose, and amount. (SWC)

ED 414 956 IR 056 817

Directory of Mississippi Libraries, 1996-97.
PUB DATE- 96
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Academic Libraries; Elementary Secondary Education; Higher Education; *Information Sources; *Libraries; Library Administrators; Library Services; *Public Libraries; *School Libraries; Special Libraries; State Agencies
IDENTIFIERS- *Mississippi

The Directory of Mississippi Libraries is an annual publication which provides librarians, educators, and other interested persons with a basic source of current information on Mississippi libraries. The major section of the directory consists of listings for public, academic, school, special and institutional libraries. In addition to basic directory information, e-mail addresses and a schedule of library's hours of operation are included when made available by libraries. Data in the school libraries section was provided by the Management Information Systems Division of the Mississippi Department of Education and contains only brief directory information. An additional section of the directory is devoted to associations and cooperatives. Lists of members of the Mississippi Library Commission Board of Commissioners, the Mississippi Library Commission, and LSCA Advisory Council are also included. (Author/AEF)

ED 414 957 IR 056 818

An Introduction to Microsoft Internet Explorer: A Video Tutorial. Videotape.
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Non-print Media (100)
DESCRIPTORS- Computer Software; Information Retrieval; Information Seeking; *Online Searching; *Videotape Recordings; *World Wide Web
IDENTIFIERS- Browsing; *Internet Explorer; Microsoft Windows; *Search Engines; Web Sites

This 17-minute videotape is a tutorial that explains how to use Microsoft Internet Explorer. It reviews Web Basics and looks at the basic functions of Microsoft Internet Explorer, such as the toolbar, pull-down menus, finding a Web address, and using the Favorites menu to store favorite sites. (AEF)

ED 414 958 IR 056 819

Libraries of the Future. Videotape.

appendix of sources and index. (YKH)

ED 414 976 JC 980 049

Hilgendorf, Erik J.
A Critique of Clustering Techniques among Majors in College Programs.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Academic Standards; Community Colleges; Educational Objectives; *Group Unity; *Majors (Students); Peer Relationship; Performance Factors; Program Evaluation; School Holding Power; Student Attitudes; Student Surveys; Success; Two Year College Students; Two Year Colleges

A study at Crowder College (Missouri) found that clustering within majors may prove helpful in evaluating and implementing long-range planning for student retention and academic success. The study, which included nursing, athletics, and Environmental Resource Center (ERC) students, identified factors aiding academic success: demonstrative goals, encouragement towards graduation, groups working collaboratively, a "family unit" concept, shared classroom and training experiences, a network for alleviating transitional trauma, rigorous standards and routines, and obtainable and worthwhile rewards at the conclusion of their college programs. Most students entered the programs with average academic backgrounds, continued with a solid academic performance, and successfully graduated or received certification. Results from a participant survey indicated they were pleased with their Crowder education, with nursing and athletics students providing more positive answers than those in ERC. This discrepancy may be attributed to the fact that ERC students are not as cohesive and involved with each other as the athletes and nurses. Nevertheless, a control group of random students displayed poor performance and an extremely high attrition rate compared with the experimental clustered groups--a difference that supports the premise that greater cohesion among students promotes greater academic success. (YKH)

ED 414 977 JC 980 051

Hisle, W. Lee; Iglehart, Toma; Smith, Richard L.; Peloquin, Margaret
Transition to the Future: The LRS Strategic Plan 1998-2002.
PUB DATE- 97
NOTE- 40p.; A separately printed 7-page "Executive Summary" has been appended.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Change Strategies; Community Colleges; Educational Planning; Educational Technology; Information Services; *Integrated Services; Leadership; *Learning Resources Centers; Library Instruction; *Library Planning; *Library Role; Library Services; Organizational Objectives; Partnerships in Education; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Austin Community College TX; *Learning Resource Support Program

*Mainstreaming; Physical Development; Preschool Children; Preschool Education; *Preschool Teachers; Professional Training; Social Development; *Special Education; Special Education Teachers; Training Methods
IDENTIFIERS- *Caregiver Behavior; Caregiver Evaluation; *Caregiver Training; Communication Behavior; Developmental Students

This study examines the effects of in-service education on caring for preschool children with disabilities. Caregiving behaviors and self-perceptions of caregivers who did or did not receive training were evaluated. A 2-year, pretest/posttest, experimental-control group design was used to compare the effects of live and videotaped training conditions and no-training conditions. No significant difference was found in the performance of the two groups between year one, when there was live training, and year two, when they received videotaped training. There was no difference between the groups in caregiving behaviors that would promote physical development, but there was significant difference in caregiving behavior for promoting communication development, cognitive development, social/emotional development, and literacy. Compared to those who received no training, caregivers who received either live or videotaped training were more confident about their knowledge and abilities when the training project was over. In general, this study found that training resulted in significant changes in caregiving behaviors and self-ratings regardless of whether caregivers had live or videotaped training, by either a multidisciplinary team of experienced professionals or by graduate students. Results suggest that a single professional can be as effective as a multidisciplinary professional team when training combines multimedia presentations with on-site visits. (Contains 30 references.) (AS)

ED 414 996 PS 025 360

The Status of Children in Oregon. 1996 Report Card.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Benchmarking; Birth Weight; Births to Single Women; Child Abuse; Child Neglect; *Children; Crime; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Family (Sociological Unit); Health Insurance; Housing; One Parent Family; Poverty; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Substance Abuse; Suicide; *Well Being
IDENTIFIERS- Arrests; Day Care Availability; *Indicators; *Oregon; Vaccination

This Kids Count report card gives an overall account of statewide trends in the well-being of Oregon's children. The statistical report is based on 18 indicators of child well being: (1) childhood poverty; (2) health uninsured; (3) percentage of court-ordered child support paid; (4) affordable housing; (5) infant mortality rate; (6) low birthweight infants; (7) child care supply; (8) immunization rate; (9) confirmed child abuse and neglect cases; (10) child deaths; (11) crimes against persons; (12) teen pregnancy rate; (13) substance abuse rate; (14) juvenile arrest rate; (15) teen suicide attempts; (16) reading and math achievement; (17) high school dropout rate; and (18) percentage of high school students with significant answers to questions teachers and parents commonly ask. This question-and-answer section is followed by numerous activities that encourage children to explore materials, hypothesize, experiment, and make observations. Each activity is accompanied by a photograph and a description of how to set up the activity or construct the materials. Teachers will find a suggested sequence of implementation so they can start activities simply and build on the children's experiences. Each activity also contains a section called "what to look for" that guides teachers as they observe children interacting with the materials. Suggestions for questions to extend children's thinking accompany each activity. Ideas for related curriculum activities are also included. Eleven appendixes contain resource information and sample assessment forms for each chapter area. (SD)

ED 415 013 PS 026 077

Bergmann, Barbara R.
Reducing Poverty among American Children through a "Help for Working Parents" Program. Working Paper Series.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Child Health; *Child Welfare; *Day Care; Early Childhood Education; Family Income; Family Needs; Family Programs; Federal Aid; Financial Support; Low Income; Poverty; *Poverty Programs; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; Single Earner Family; Welfare Reform

In the wake of welfare reform efforts, the government is willing to provide or finance a wide range of services for working parents and help them purchase child care and child health insurance. Taken together, these services represent a significant attack on child poverty. Based on a basic needs' budget for families and the high proportion of a basic budget taken up by child care and health insurance, a "Help for Working Parents" program would assist all low-wage parents, not just those exiting a welfare program. The key of such a program is to lower child poverty rates by helping all parents in low paying jobs without discouraging working or marriage, as did the Aid to Families with Dependent Children (AFDC). The reasons why little progress has been made against child poverty are: (1) the structure of the U.S. system of benefits to families with children; (2) the failure of the "War on Poverty" program of the Kennedy-Johnson era; and (3) the additional government expenditure and enlarged government activity required by such programs. A Help for Working Parents program would provide the following benefits to lower and middle income families with children: (1) health insurance for all children and their parents; (2) child care for preschool children and after-school care for children in elementary school; (3) income supplementation for low-wage families through the Earned Income Tax Credit and Food Stamps; (4) child support payment and vouchers for goods and services for parents between jobs; and (5) improved social services programs. (AS)

ED 415 014 PS 026 083

Mahoney, Gerald; Wheeden, Abbie; Janas, Debra
INDAP: Individualizing Developmentally Appropriate Practices for Young Children with Special Needs.

studies have found that some benefits in the social and cognitive domains persist into elementary school. The dimensions of quality most strongly related to child well-being include structural features of the child care setting such as lower child-staff ratios and smaller group sizes and caregiver-child dynamics, especially the caregiver's sensitivity and responsiveness in interactions with children. Structural features of child care settings provide the foundation for higher-quality dynamics, justifying increased costs that smaller ratios and group sizes entail. The research base for these findings includes studies using experimental and nonexperimental designs. Stronger designs and analytic techniques are needed to understand the contribution of child care quality and family characteristics on children's development. Not enough is currently known to guide policy by specifying the point at which lower levels of quality are clearly detrimental to children. Defining thresholds of quality along its critical dimensions is the next research challenge. (Contains approximately 75 references.) (KB)

ED 415 031 PS 026 147

Block, Alan A.
I'm "Only" Bleeding: Education as the Practice of Violence against Children. Counterpoints Volume 10.
PUB DATE- 97
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childhood Needs; *Children; Creativity; *Curriculum Development; Educational Attitudes; Educational Environment; *Educational History; *Educational Philosophy; Elementary Secondary Education; Outcomes of Education; Parent Attitudes; Student Adjustment; Student Needs
IDENTIFIERS- *Adult Child Relationship

This book explores the construction of the idea of the child as a product of adult needs and school as a place where children may be confined until they are considered socially useful. Drawing parallels with folk singer Bob Dylan's song, "It's All Right, Ma, I'm Only Bleeding," the book argues that the United States' educational system practices a psychological violence on children, by means of structure and curriculum that quash children's natural curiosity and penchant for learning. The book uses a paradigm steeped in object relationship theory and its resulting psychoanalytic practice and in recent research in the burgeoning field of neuroscience to examine the growth of the child's psychological self, and portrays the destructive effects that the idea and practice of schools and curriculum have on that development. A drastic reconceptualization of the very purposes for which education is organized is called for, and subsequently a reconceptualization of the children who are the objects of education. Based on Thoreau's writings, the book suggests that education should not be a discipline, a movement progressively along a path cut and defined by others and by which our position along that path defines us. Rather, education should be a willful and conscious getting lost, in the sense of Thoreau's walk, whereby the learner creates the path, and engagement in the experience alters forever the manner in which the world is perceived. In this sense, curriculum should be concerned with promoting education as exploration, in which activity production is not only of an artistic creation but of an artist as well. The book concludes sponsored activities in the areas of human capital, leadership, rural health, and rural poverty. Under each area, specific programs and conferences dealing with schools, family, food processing, multicultural empowerment, 4-H health curriculum, communities in economic transition, and home-based and micro businesses are briefly noted. Publications are listed. (SAS)

ED 415 050 RC 021 307

Pocket Guide to Minority Health Resources.
PUB DATE- 97
NOTE- 140p.; The original publication is 3.75 in. by 6.5 in. ERIC's copy is a photocopy done at over 100% to improve readability.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Blacks; *Clearinghouses; Health Materials; *Health Services; Higher Education; Hispanic Americans; *Information Sources; *Minority Groups; *National Organizations; Pacific Americans; *State Agencies
IDENTIFIERS- African Americans; Latinos

This pocket-size directory lists federal, state, and private agencies; clearinghouses; and organizations that address the general and specific health needs of minority groups. The guide has seven sections. Part 1 describes the Office of Minority Health (OMH), its activities, and the OMH Resource Center. Parts 2 and 3 list Public Health Service minority health liaisons, regional consultants, and state agencies concerned with minority health. Part 4 lists federal health information centers and clearinghouses by 57 topical categories. Parts 5 and 6 list organizations concerned with the health of African Americans, American Indians and Alaska Natives, Asian Americans and Pacific Islanders, and Hispanics/Latinos; multicultural organizations; and those that distribute health materials in Spanish or Asian languages. Part 7 provides three sources for information on minority-based colleges and universities. Each entry gives the complete mailing address, telephone and fax numbers, and a Web site or e-mail address (if available). (SAS)

ED 415 051 RC 021 312

Lang-Ferrell, Karen, Comp.
Directory of Vocational Rehabilitation Service Projects for American Indians, 1997-98. Revised.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Alaska Natives; *American Indians; Disabilities; *Rehabilitation Programs; Tribes; *Vocational Rehabilitation; *Vocational Training Centers

This brief directory lists 39 American Indian vocational rehabilitation services programs in 16 states: Alaska, Arizona, California, Colorado, Idaho, Michigan, Minnesota, Mississippi, Montana, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, South Dakota, and Washington. Each listed program contains tribal name, name of director, address, telephone and fax numbers, and an e-mail address (where available). There is a separate state-by-state list of vocational rehabilitation

Maintenance; *Native Language Instruction; Teacher Education
IDENTIFIERS- *American Indian Language Development Institute

This paper describes the American Indian Language Development Institute (AILDI), which can serve as a model for connecting school, community, and university resources to strengthen indigenous languages. Since 1978, AILDI has held annual summer institutes that team community-based native speakers of indigenous languages with academic linguists and bilingual educators committed to using linguistic knowledge to improve curriculum and practice in Indian schools. Over the years, AILDI has trained over 1,000 parents and school-based educators, raised consciousness about the linguistic and cultural stakes at risk, facilitated development of indigenous literatures and a cadre of native-speaking teachers, and influenced federal policy through a grassroots network of advocates. AILDI was held at various host institutions in the Southwest but since 1990, has been permanently housed at the University of Arizona (Tucson). AILDI emphasizes bilingual/bicultural education within a whole language paradigm, experiential and interactive teaching strategies, alternative assessment, and "empowerment" pedagogies; promotes collegiality among Indian educators; and facilitates the credentialing of participating educators. Also discussed are the funding and institutionalization of AILDI; its impacts on language maintenance and materials development in indigenous schools, on federal policy, and as a model for the recruitment and retention of indigenous college students; and lessons learned about shared commitment, outreach and local followup, permanent funding and a home base, and administration from the inside-out. Contains 19 references and a data table of AILDI chronology. (Author/SV)

ED 415 068   RC 021 338

Silverthorne, Joyce A.
Language Preservation and Human Resources Development.
PUB DATE- 97
NOTE- 12p.; In: Teaching Indigenous Languages; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Languages; College Programs; Elementary Secondary Education; Higher Education; *Human Resources; *Labor Force Development; *Language Maintenance; Language Teachers; *Native Language Instruction; Organizations (Groups); *Professional Recognition; Teacher Certification; Teacher Education; Tribally Controlled Education
IDENTIFIERS- Linguists; Native Americans

Those who work in the field of preserving Native American languages are an assortment of individuals who come to the work as a central career (linguists), through family heritage (fluent speakers), or through a developed passion (language learners). This paper examines the field from the perspective of R. Wayne Pace, Phillip C. Smith, and Gordon E. Mills (1991). They define a profession as having a defined area of competence, an organized and important body of knowledge, identification as a career field, controlled access for competent individuals, principles and practices supported by research, professionals involved in academic programs, a program of continuing education, and graduates who exercise independent judgment. This paper looks at each of these areas of the nine Even Start programs administered by tribes or tribal organizations in 1994-95. The tribal Even Start program is a set-aside component of the U.S. Department of Education's Even Start Family Literacy Program. Even Start combines adult literacy, early childhood education, and parenting education services for eligible parents and their children from birth to age 7. In 1994-95, special analyses were conducted on tribal projects as part of a national Even Start evaluation. Section 1 of the report presents a brief overview of Even Start, national evaluation components, data collection forms used, and scope of data collected from all Even Start projects and from the tribal projects. Section 2 details characteristics of seven tribal projects: number of families served, fiscally responsible agency, rural-urban location, availability of comparable services from other sources, project funding, staff and staff qualifications, in-service training, barriers to program implementation, need for technical assistance, family recruitment strategies, intensity of service delivery, adult and parenting education activities, integration of services, collaboration with other agencies, and need for family support services. Section 3 outlines family characteristics: ethnic background, family structure and size, parent education and employment, family economic characteristics, and services families receive from other agencies. Section 4 outlines program outcomes: home visits, extent and hours of participation in various activities, support services provided, special-needs children served, retention patterns, and parents' education and employment status at year end. Includes 44 data tables. (SV)

ED 415 086 RC 021 366

Getz, Lynne Marie
Schools of Their Own: The Education of Hispanos in New Mexico, 1850-1940.
PUB DATE- 97
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Acculturation; Bilingual Education; Community Control; *Community Schools; Cultural Maintenance; Educational History; Elementary Secondary Education; *Mexican American Education; Mexican Americans; Progressive Education; *Resistance (Psychology); Rural Education; School Community Relationship; State History; Vocational Education
IDENTIFIERS- New Deal; *New Mexico; Sanchez (George I); Tireman (Loyd S)

This book highlights episodes in the history of Hispano education in New Mexico, from early territorial days through the New Deal. The 90 years from 1850 to 1940 demonstrate the persistence of the notion that culture can be determined from above, and that schools are a viable tool for determining culture. The myth that Hispanos did not value education came about not because Hispanos actively resisted schools in the territorial period--they did not--but because the schools they struggled to build and staff did not acculturate them to American standards. The administrative centralizers in the 1910s and 1920s thought they could Americanize Hispanos through a bureaucratic apparatus that would enforce standard courses of study and teacher certification. The resulting central bureaucracy proved inadequate to counter local initiative and control. During the 1930s, New Deal cultural imperatives temporarily preoccupied the Hispano community and did some good

*Graphing Calculators; *Graphs; Manipulative Materials; *Mathematical Concepts; Mathematics Activities; Mathematics Instruction; Misconceptions
IDENTIFIERS- *Calculator Based Laboratory System

The concept of function is central in mathematics and grows in importance as one progresses in depth and breadth of understanding mathematics. Results from national assessment progress reports indicate that the majority of students do not comprehend the concepts of function and graphing. Technology has the potential to improve the understanding of functions and graphs. With the use of a Calculator-Based Laboratory system (CBL) and a graphing calculator, students are able to physically observe a functional relationship between two variables and observe a graphical representation of that relationship as a scatterplot. Several CBL mathematics experiments are presented as examples of the improvements in concept development possible with the use of calculator-based graphing. Contains 23 references. (ASK)

ED 415 107 SE 061 059

Helping Your Child Reach the New Standards in Mathematics, Science, and Technology: Core Curriculum Content Standards. A Guide for New Jersey Parents.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Resources; Educational Technology; Elementary Secondary Education; *Mathematics Curriculum; Mathematics Education; Parent Empowerment; Parent Materials; Parent Participation; *Science Curriculum; Science Education; *Standards; State Boards of Education
IDENTIFIERS- New Jersey

In May 1996, the New Jersey State Board of Education adopted the Core Curriculum Content Standards. The standards define all concepts students are expected to achieve in seven content areas (including mathematics and science) at grades 4, 8, and 12. They also describe what all students must learn as they move from school to work and include the area of technology. This booklet aims to share the standards and the vision with parents. The changes that will occur in the classrooms are listed along with content information for mathematics, science, and technology curricula. Guides for parents to help children reach these goals are presented along with several activities related to the new standards. Resources for additional information are also listed. (ASK)

ED 415 108 SE 061 060

Cournaya, Ann; Hernandez, Peggy; Valenzia, Francine
Helping Students Take Responsibility for Completing the Scientific Method.
PUB DATE- 97
NOTE- 95p.; Masters Action Research Project, St. Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)

This book offers practical suggestions by parents on how to encourage young children musically, specifically using the Suzuki method for listening to music and practicing. The book is divided into the following chapters: (1) "Ten Reasons Why Musical Training Can and Should Be Started Early"; (2) "Advice From Parents: Ways To Encourage Children Musically"; (3) "Family Life, Suzuki Style"; (4) "Keys to Success"; (5) "Musical Games, Suzuki Style"; (6) "Summer Suzuki"; (7) "Tuning the Violin"; (8) "Words To Fit Suzuki Book I"; (9) "Practical Projects for String Students at the Holiday Season"; (10) "Christmas and Hanukkah Key Information for Violin"; and (11) "A Guide to the Building of a Record Library." (EH)

ED 415 128   SO 027 167

Lewis, Hilda Present, Ed.
Child Art: The Beginnings of Self-Affirmation.
PUB DATE- 78
NOTE- 104p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Art Activities; *Art Education; Children; *Childrens Art; *Creative Art; Elementary Education; *Visual Arts

This book collects the thoughts of some of the world's most astute observers of child art. Essays in the book include: (1) "Art as a Unifying Principle in Education" (Sir Herbert Read); (2) "Stages of Development in Preschool Art" (Rhoda Kellogg); (3) "Child Art and Visual Thinking" (Rudolf Arnheim); (4) "The Mental Foundation of Art Education in Childhood" (Henry Schaefer-Simmern); (5) "The Child's Language of Art" (Arno Stern); (6) "Creativity in Children" (Frank X. Barron); (7) "Non-Visual Art" (Berthold Lowenfeld); (8) "Questions and Answers about Teaching Art" (Victor D'Amico); and (9) "The Child's World; Today and Tomorrow" (August Heckscher). (EH)

ED 415 129   SO 027 404

Glen, John M.
Highlander: No Ordinary School. Second Edition.
PUB DATE- 96
NOTE- 413p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Activism; *Adult Education; Citizen Participation; *Educational History; *Intercultural Programs; *International Programs; Social Action; Social Attitudes; *Working Class
IDENTIFIERS- Appalachia; *Highlander Folk School TN; United States (South)

This book updates the 1988 examination of Highlander, one of the South's most extraordinary and controversial institutions. Newly available materials and the latest scholarship details the school's most recent work in Appalachia, its efforts to bring international grassroots groups together on common issues, and its support of emerging economic and environmental justice campaigns. Highlander Folk School was first established in 1932 as an adult education center to serve southern and Appalachian activists and was a catalyst for several major movements for social change. The comprehensive history offers a unique perspective on the movements, institutions, organizations, and individuals that reshaped our understanding of the South and Appalachia in the twentieth century. The book also suggests the range of problems and possibilities of using

(EH)

ED 415 152 SO 027 987

Keller, Diana
Plot and Character in the Educational Ideological Text.
PUB DATE- 95
NOTE- 19p.; Paper presented at the Annual Conference of American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Philosophy; *Educational Principles; Educational Theories; Foundations of Education; Higher Education

This paper examines the role and function of plot and character in the educational ideological text. The underlying assumption is that both plot and character contribute to the coherence of the educational ideological text and that they are a part of the text, both as a means and as an effect, for the purpose of supporting its acceptability and plausibility. Without plot and character, the significance and effectiveness of the educational ideological text would be doubtful. The paper analyzes various approaches to education to establish the plot and character for motivation of education. (EH)

ED 415 153 SO 027 996

Benjamin, Gail R.
Japanese Lessons: A Year in a Japanese School through the Eyes of an American Anthropologist and Her Children.
PUB DATE- 97
NOTE- 262p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Anthropology; *Asian Studies; *Comparative Education; Elementary Education; Foreign Countries; *Japanese Culture; Non Western Civilization; Qualitative Research
IDENTIFIERS- *Japan; Japanese People

This book recounts the experiences of a U.S. parent with two children in a Japanese elementary school. The author, an anthropologist, blends the roles of observer and parent to illuminate the strengths of the Japanese system and suggest ways in which Americans might learn from it. Chapter titles include: (1) "Getting Started"; (2) "Why Study Japanese Education?"; (3) "Day-to-Day Routines"; (4) "Together at School, Together in Life"; (5) "A Working Vacation and Special Events"; (6) "The Three R's, Japanese Style"; (7) "The Rest of the Day"; (8) "Nagging, Preaching, and Discussions"; (9) "Enlisting Mothers' Efforts"; (10) "Education in Japanese Society"; (11) "Themes and Suggestions"; and (12) "Sayonara." Contains an appendix that includes a discussion of reading and writing in Japanese and 43 references. (EH)

ED 415 154 SO 027 997

Yates, Miranda; Youniss, James
Engendering Civic Identity through Community Service.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research on Child Development (Washington, DC,

Foundation; Constitution Society; Constitutional Rights Foundation; DemocracyNet; Elections Around the World; Parliaments Around the World; Electronic Model Congress; Government Information Exchange; and International Constitutional Law. (JH)

ED 415 177 SO 029 061

Paris, Matthew J.
Integrating Film and Television into Social Studies Instruction. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cultural Awareness; Educational Resources; *Films; *History Instruction; Multimedia Instruction; Multimedia Materials; Secondary Education; *Social Studies; *Television
IDENTIFIERS- ERIC Digests

This Digest suggests ways in which film and video media can be effectively integrated into a social studies curriculum. It outlines John E. O'Connor's "Three Types of Questions" and "Four Frameworks for Historical Inquiry," offering examples of how they might be utilized to present video media in a social studies context. The three questions deal with content, production, and reception. The four frameworks focus on: (1) "The Moving Image as Representation of History"; (2) "The Moving Image as Evidence for Social and Cultural History"; (3) "Actuality Footage as Evidence for Historical Fact"; and (4) "The History of the Moving Image as Industry and Art Form." The Digest gives a substantial listing of recently published resources as well as various Internet resources available. (KCM)

ED 415 178 SO 029 062

Harper, Marilyn
Including Historic Places in the Social Studies Curriculum. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Built Environment; Educational Resources; Elementary Secondary Education; *Heritage Education; History Instruction; Local History; Material Culture; National Standards; Primary Sources; Realia; *Social Studies; State History; *United States History
IDENTIFIERS- ERIC Digests; *Historic Sites; National Register of Historic Places; National Trust for Historic Preservation

"Teaching with Historic Places" is a program administered by the National Park Service's National Register of Historic Places that identifies ways teachers can share the stories that historic places have to tell. The program creates classroom-ready educational materials based on properties that are listed

(Michael Vavrus and Mustafa Ozcan); (7) "Prospective Teachers Constructing Their Own Knowledge in Multicultural Education" (Sharon Adelman Reyes, Nayda Capella-Santana, and Lena Licon Khisty); (8) "Culturally Literate Teachers: Preparation for 21st Century Schools" (Claudette Merrell Ligons, Luis A. Rosado, and W. Robert Houston); (9) "What Difference Does Preparation Make? Educating Preservice Teachers for Learner Diversity" (Andrea Guillaume, Carmen Zuniga, and Ivy Yee); (10) "Pursuing the Possibilities of Passion: The Affective Domain of Multicultural Education" (Francisco A. Rios, Janet E. McDaniel, and Laura P. Stowell); (11) "Multicultural Education in Practice: What do Teachers Say?" (Constance L. Walker and Diane J. Tedick); and (12) "Old Messages with New Meanings" (Mary E. Dilworth). (All chapters contain references.) (SM)

ED 415 197 SP 037 703

Wilson, Dawn K., Ed.; Rodrigue, James R., Ed.; Taylor, Wendell C., Ed.
Health-Promoting and Health-Compromising Behaviors among Minority Adolescents.
PUB DATE- 97
NOTE- 388p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescents; Child Development; Community Programs; Comprehensive School Health Education; Cultural Awareness; Cultural Influences; Diabetes; Dietetics; Eating Habits; Females; *Health Promotion; Health Services; Heart Disorders; Inner City; Interpersonal Competence; Intervention; *Minority Group Children; Physical Activity Level; Psychological Characteristics; Public Policy; Secondary Education; Substance Abuse; Violence
IDENTIFIERS- *Health Behavior; Psychological Influences; Psychosocial Factors; Sexually Transmitted Diseases

This book examines the importance of advocating healthy lifestyles among minority adolescents, who are at increased risk for particular health problems. The three central themes: highlight similarities and differences across diverse ethnic groups of adolescents while respecting their heterogeneity; emphasize innovative and culturally based approaches to prevention; and highlight clinical applications and elements that will assist health care providers in facilitating health behavior change among minority adolescent populations. The book contains 4 parts with 14 chapters. Part one, "Conceptual Framework for Understanding Minority Adolescent Health," includes: (1) "Developmental and Biological Perspectives on Minority Adolescent Health" (S.H. Parfenoff and R.L. Paikoff) and (2) "Psychological, Social, and Cultural Perspectives on Minority Health in Adolescence: A Life-Course Framework" (J.S. Jackson and S.L. Sellers). Part two, "Health-Compromising and Health-Promoting Behaviors in Minority Adolescent Populations," contains: (3) "Preventing Drug Abuse and Violence" (G.J. Botvin and L.M. Scheier); (4) "Health Promotion in Minority Adolescents: Emphasis on Sexually Transmitted Diseases and the Human Immunodeficiency Virus" (J.R. Rodrigue, K.P. Tercyak, and C.M. Lescano); (5) "Increasing Physical Activity Levels among Youth: A Public Health Challenge" (W.C. Taylor, B.M. Beech, and S.S. Cummings); (6) "The Role of Diet in Minority Adolescent Health Promotion" (D.K. Wilson, S.C. Nicholson, and J.S. Krishnamoorthy); (7) "Minority Adolescent Female Health: Strategies for the Next Millennium" (B.J. Guthrie, C.H. Caldwell, and A.G. Hunter); and (8) "Health Behaviors in the

80 current school board chairs of Alabama public school systems within each of Alabama's school districts that elected superintendents and appointed school superintendents and (2) teacher leaders from each of the 80 districts. Over 50 percent completed the mailed survey, with fairly equal response from the two groups. Board chairs had more positive perceptions than did teacher leaders. There was no relationship between the groups regarding perceptions of superintendents' general leadership performance. There were 23 frequently demonstrated work-related behaviors for superintendents, with appointed superintendents demonstrating them more often than elected superintendents. Elected superintendents initiated/completed specific improvement actions more often than did appointed superintendents. Both groups of superintendents had initiated/completed technology purchases, purchased new school buses, constructed new schools and other buildings, and provided instructional material and supplies to students. (Contains 17 references.) (SM)

ED 415 216 SP 037 725

Thompson, Judith A.; Hulley, Kathy S.
Parent-Teacher Interaction for Student Success.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; Elementary Education; Elementary School Teachers; Faculty Development; Inservice Teacher Education; *Interpersonal Competence; *Parent Teacher Conferences; *Parent Teacher Cooperation; *Teacher Attitudes; Teacher Improvement

The purpose of this study was to investigate what, if anything, was lacking in training teachers for the classroom. A brief questionnaire was give to 12 teachers with two or less years of teaching at an elementary school in Oxford (Mississippi). All respondents stated a need for parent-teacher conference training. A review of relevant literature provided the information for writing a staff development program to be implemented at the school during teacher inservice training. The "Parent-Teacher Interaction for Student Success" packet included printed material for each teacher that covered effective strategies for conducting conferences. There were also different scenarios to be used by participants in role playing to reinforce the strategies presented during training. This paper presents the suggested strategies for planning the conference, which focus on: choosing a setting for the conference; conducting the conference; holding postconference followup; avoiding potential pitfalls; handling hard-to-please parents; and conducting group conferences. It also offers a list of "do's and don't's" for conducting conferences. (Contains 8 references.) (SM)

ED 415 217 SP 037 726

Britt, Patricia M.
Inside the One Room Schoolhouse: A Look at Nongraded Classrooms from the Inside Out.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-

improvement stages of reform. Chapter 2, "The Planning Stage: The Need for Time to Explore and Learn," discusses how to make change work, problems with portfolio assessment, and moving from dedication to despair. Chapter 3, "The Implementation Stage: Expanding and Testing New Ideas," discusses teachers juggling student needs, reclaiming reform, dual-language dilemmas, and classroom teaching and professional development. Chapter 4, "The Continuous Improvement Stage: Keeping the Vision Dynamic," explains quality time in an alternative school and the erosion of site-based, shared decision making. Chapter 5, "In Conclusion: New Ways to Think about Teachers and Time" (Andy Hargreaves), discusses how teachers feel like prisoners to time, how to steal back some time, being partners with others involved in positive change, and a review of the cases. (Contains 44 references.) (SM)

ED 415 233 SP 037 750

Fountain, Cheryl Ann
Collaborative Agenda for Change: Examining the Impact of Urban Professional Development Schools.
PUB DATE- 97
NOTE- 81p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Phoenix, AZ, February 27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Field Experience Programs; Higher Education; Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Student Teacher Attitudes; Student Teaching; *Urban Schools; *Urban Teaching
IDENTIFIERS- Florida

This paper describes the evolution of a Professional Development School (PDS) continuum for urban teachers through 5 years of school-university collaboration. The paper reports the impact on education students completing internship experiences at urban PDS's, discusses the impact of the collaborative initiative on PDS faculty, and identifies implications at the district and university levels. For several years, the Duval County Schools and the University of North Florida College of Education have collaboratively engaged in reform initiatives targeting urban schooling and preparation of urban teachers. Two of the most recent initiatives are the AT&T Teachers for Tomorrow Project and the Jacksonville Urban Educational Partnership (JUEP). Creating urban PDS's served as the central focus of the projects. Surveys of AT&T and JUEP interns, non-interns, and experienced teachers examined planning, instruction, time management, student diversity, reflective thought, collegiality, beliefs about urban schools, efficacy, and accepting positions in different kinds of school settings. Results indicated that the PDS experience positively affected both groups of PDS interns' confidence levels for teaching in urban schools. The increased confidence led to large numbers of PDS interns actively seeking positions in urban schools. Most PDS interns considered the experience worthwhile. Five appendixes offer data from surveys of interns, teachers, and schools. (Contains approximately 70 references.) (SM)

ED 415 234 TM 026 603

Barger, Robert N.

variables met by a district and was designed to assist district personnel in assessing improvement toward higher accreditation levels. District personnel were provided with a table indicating the total number of variables involved in the accreditation system and the performance index assigned for meeting each number. The performance index, used in conjunction with their district scores, indicated to personnel the number of variables on which the district needed improvement and the specific areas requiring improvement. The performance index was assigned in March 1996, and the second index was assigned in March 1997 for 1996-97. An analysis was done to determine if the gain in the 1996-97 performance index was significant over the 1995-96 index for the approximately 150 districts in the state. The difference was found to be significant (p .01). A flow chart for the accreditation system is provided in an appendix. (Contains two figures, three tables, and seven references.) (Author/SLD)

ED 415 253 TM 027 925

Waters, Gisele A.; Lasage, Ed.
The Profiling System/Using Psychological Type and Learning Style To Provide Adaptations for Teaching Methodology in the Regular and Special Education Classroom.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (26th, Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *Diagnostic Tests; Educational Assessment; Elementary Secondary Education; Evaluation Methods; *Individual Differences; Intervention; *Learning Disabilities; Perception; *Profiles; Screening Tests; *Special Education; *Student Evaluation; Teaching Methods
IDENTIFIERS- *Houston Independent School District TX

The purpose of the Profiling System is to provide diagnostic and instructional resources to regular and special education teachers. The Profiling System is based on research and literature in psychological type and learning style. It combines the literature in these areas with academic and perceptual assessment instruments to screen for learning difficulties in elementary-age children. The results of these assessments are then used to suggest teaching strategies and interventions in the forms of remediations, modifications, and accommodations. The Profiling System is intended to help teachers in preparing learning objectives that are a better match to the student's ability level and learning preferences. This paper reviews the Profiling System's relevance, structure, and content. The System was created to account for individual differences in learning and to identify learner preferences to modified and diversified instructional delivery. To refine the Profiling System, it will be used with at least 20 teachers in the Houston (Texas) area for 3 consecutive grading periods. An appendix contains versions of the Profiling System. (Contains 27 references.) (Author/SLD)

ED 415 254 TM 027 929

Mathews, Jerry G.; Hackett, E. Raymond
The Alabama Superintendent's Report Card: An Analysis of Local Education Agency Characteristics and Success at Meeting State

school district was investigated. Science students, in middle school grades 6-8 (917) and their 13 science teachers responded to surveys used to characterize science learning opportunities in the middle school classes. Ninth grade students (309) responded to a set of open-ended science questions that were developed from a standardized science test. The survey data provided a contextual framework for interpretation of ninth grade student performance on the open-ended science questions. The open-ended questions included questions for which students were required to graph and interpret data, write conclusions, identify control variables, and judge the validity of information. These open-ended questions were scored by three raters according to a scoring rubric. Middle school students did report having science learning opportunities to practice science as inquiry, and their teachers reported that much of the science inquiry practice was contextual. At least 90% of the ninth graders were from the same school district, but when practice in controlling data and making predictions was reported, student data from the open-ended questions suggested minimal transfer of these skills. The interpretation and use of graphic information and the actual graphing of data were areas that were problematic for ninth graders, as was the ability to provide reasons in support of answers. Recommendations based on this study include using a variety of contextual settings for framing science inquiry practice and more attention on discussing, reading, and writing in the content area. (Contains 8 tables and 12 references.) (Author/SLD)

ED 415 272 TM 027 981

Daley, Christine E.; Onwuegbuzie, Anthony J.
The Role of Multiple Intelligences in Statistics Anxiety.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; Correlation; Educational Research; *Graduate Students; Graduate Study; Higher Education; *Intelligence; Mathematical Aptitude; Methods Courses; *Statistics; Verbal Ability
IDENTIFIERS- *Multiple Intelligences

The purpose of this study was to assess the role of H. Gardner's (1983) theory of multiple intelligences in determining levels of statistics anxiety by correlating each of his dimensions of intelligence with six components of statistics anxiety. Participants were 90 graduate students from a variety of disciplinary backgrounds enrolled in 4 sections of an educational research methodology course. A canonical correlation analysis revealed that students who were less oriented toward linguistic and logical-mathematical intelligence and more oriented toward spatial and interpersonal intelligence tended to have higher levels of statistics anxiety. These findings highlight the potential utility of empirical research in the area of multiple intelligences. Implications for future research are discussed. (Contains 1 table and 20 references.) (Author)

ED 415 273 TM 027 983

Daley, Christine E.; Onwuegbuzie, Anthony J.; Bailey, Phillip

Mathematics; *Minority Groups; *Partnerships in Education; Program Implementation; School Business Relationship; Sciences; Standards; *Student Recruitment; Summer Programs
IDENTIFIERS- Gatekeeper Role; *Hartford Public Schools CT

The Hartford Public Schools (Connecticut) received a Comprehensive Partnerships for Minority Student Achievement (CPMSA) grant from the National Science Foundation. In the first year of the grant, four schools (two elementary, one middle, and one high school) were identified for CPMSA activities. The CPMSA goal was to develop systemic approaches that would substantially increase the number of underrepresented minority students enrolling in precollege "gatekeeper" courses in science, engineering, and mathematics. Activities conducted through CPMSA in its initial year were organizational activities for program implementation, a summer enrichment program for students and staff, the distribution of a kit-based science program, and the adoption of new textbooks for elementary and secondary mathematics. The first CPMSA year was evaluated through interviews with administrators, teachers, and partners in business, industry, and other educational institutions. The program's first year had mixed results. The district's Board of Trustees and Superintendent have supported CPMSA efforts and have made strong commitments to standards-based learning curriculum frameworks and assessments consistent with CPMSA objectives. However, the first year of the program clearly suffered because there was no one in a leadership position with the full-time responsibility of managing CPMSA operations and budget. From the standpoint of the key partners, the Connecticut Academy for Education, the State Department of Education, the Loctite Corporation, the United Technologies Corporation, and the National Science Foundation, this shortcoming was significant. The future of the CPMSA in Hartford depends on the success of day-to-day tactical operations. This report recommends renewal of the grant, with a renewed commitment to management and implementation. (SLD)

ED 415 291   UD 032 069

Orfield, Gary; Monfort, Franklin
Status of School Desegregation: The Next Generation.
PUB DATE- 92
NOTE- 52p.; "With the assistance of Anita Stoll and Rafael Heller." For related documents, see ED 299 334 and ED 307 358.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Asian Americans; *Black Students; Desegregation Effects; Disadvantaged Youth; Educational History; Elementary Secondary Education; *Futures (of Society); *Hispanic Americans; Minority Groups; Population Trends; Residential Patterns; *School Desegregation; School Resegregation; *Urban Schools

This report looks at the past two decades and the impact of the growth of Hispanic and Asian populations and how they are being affected by school segregation, desegregation, and resegregation. School segregation of Hispanics has increased dramatically during a period in which the nation's Hispanic enrollment has also soared. Segregation has also grown slowly and steadily for blacks in the inner cities that have been desegregated under policies that left the suburbs unchanged. Data demonstrate that Hispanics are now significantly more segregated than Blacks. In spite of increased segregation in some cities, statistics for blacks across the United States show that the widely expected increase of segregation during

"Questions about Opiates." (SLD)

ED 415 309 UD 032 089

Reed, Wornie L., Ed.
Assessment of the Status of African-Americans. Volume I: Second Edition.
PUB DATE- 90
NOTE- 107p.; For Volumes II through VI, see UD 032 090-094.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blacks; *Educational Attainment; Employment Patterns; *Equal Opportunities (Jobs); Health; Income; Minority Groups; Politics; *Social Change; *Socioeconomic Status; Urban Youth
IDENTIFIERS- *African Americans; National Research Council

In 1987 a project was undertaken to assess the status of African Americans in the United States in the topical areas to be addressed by the National Research Council's Study Committee on the Status of Black Americans: education, employment, income and occupations, political participation and the administration of justice, social and cultural change, health status and medical care, and the family. Six volumes resulted from the study. Volume I presents essays on the overall status of African Americans in the United States. The following are included: (1) "Stratification and Subordination: Change and Continuity" (E. Yvonne Moss and Wornie L. Reed); (2) "Race and Inequality in the Managerial Age" (William Darity, Jr.); (3) "Research on African-American Families: A Holistic Perspective" (Robert B. Hill); (4) "Black Political Participation" (E. Yvonne Moss); (5) "Blacks: A Valuable National Pool of Talent" (Charles V. Willie); (6) "African-Americans and the Administration of Justice" (E. Yvonne Moss); and (7) "Health and Medical Care" (Wornie L. Reed and Carolyne W. Arnold). An appendix lists project study group members and contributors. Each chapter contains references. (SLD)

ED 415 310 UD 032 090

Hill, Robert B.; Billingsley, Andrew; Ingram, Eleanor; Malson, Michelene R.; Rubin, Robert H.; Stack, Carol B.; Stewart, James B.; Teele, James E.
Assessment of the Status of African-Americans. Volume II: Research on the African-American Family: A Holistic Perspective.
PUB DATE- 89
NOTE- 173p.; For Volumes I through VI, see UD 032 089-094.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Family; *Economic Factors; Educational Attainment; Equal Opportunities (Jobs); *Holistic Approach; Income; Politics; *Racial Discrimination; *Research; Research Methodology; Social Change; *Socioeconomic Status; Trend Analysis
IDENTIFIERS- *African Americans; National Research Council

In 1987 a project was undertaken to assess the status of African Americans in the United States in the topical areas to be addressed by the National Research Council's Study Committee on the Status of Black Americans: education, employment, income and occupations, political participation and the administration of justice, social and cultural change, health status and medical care, and the family. Six volumes resulted from the concentrations of minority students. Services offered and site characteristics differed in the four cities. All projects have continued in new forms, in programs built on the concepts and strategies of the original model. These communities did not replicate the original SoF program, but all credit it with providing the basic ideas for the new efforts and guidance in getting them started. The success of the initiatives in all four cities is credited to substantial funding, flexibility of design, community participation, long-term commitment, and supportive personnel. (Contains five tables.) (SLD)

ED 415 328 UD 032 110

Iscoe, Louise K.
The Project Coordinators: A Key to the School of the Future.
PUB DATE- 95
NOTE- 58p.; For related documents, see UD 032 108-115.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; Community Involvement; Community Programs; *Delivery Systems; Elementary Education; Elementary Schools; Grants; Junior High Schools; *Leaders; Leadership; Middle Schools; Personality Traits; Program Evaluation; Program Implementation; *Urban Schools
IDENTIFIERS- Hogg Foundation for Mental Health TX; *Project Coordination; School Based Services; *School of the Future (Hogg Foundation); Texas

The Hogg Foundation for Mental Health created the School of the Future (SoF) project to enable selected Texas schools to coordinate and implement school-based social and health services on their campuses and to demonstrate the effectiveness of this method of service delivery by evaluating the project. This booklet reports on one aspect of the qualitative, or process, evaluation by focusing on the project coordinators, the people who were primarily responsible for how the project developed at each of the four urban sites (Austin, Dallas, Houston, and San Antonio). The intent was the same at each site, but the coordinators were expected to bring together an array of programs suitable for the targeted community. The four coordinators, each of whom is profiled, brought a variety of skills and experiences to their work with the SoF, and they approached their tasks differently. By the end of the funding period, however, they had two important things in common. Each stayed with the project for its entire 5 years, something that is rare in programs on grant money, but a fact that served the programs well. The other common denominator was the tremendous esteem in which each of the coordinators was held by the community. Both community members and the coordinators themselves considered interpersonal skills paramount in their success. A number of personal characteristics and administrative skills were cited by community members and coordinators as important, but both groups agreed on the importance of communication skills for the coordinator position. (SLD)

ED 415 329 UD 032 111

Iscoe, Louise K.
Beyond the Classroom: Experiences of a School-Based Services Project.
PUB DATE- 96
NOTE- 73p.; For related documents, see UD 032 108-115.

This report describes a project consisting of a collaborative effort involving a team of computer graphics specialists and an art historian in creating an electronic facility for teaching and research in the history of art. The major innovation was in finding a way to use exclusively digitized material, text, images, and movement through space, in the classroom. This effort led to the development of an electronic compendium of ideas and facts in an interrelated data bank of images and text (*ECIT*), which can be filled with information on a given subject or subjects, and used by instructors and students as a tool for teaching and research. The development of *ECIT* took place during the creation of a relational database covering the artistic career of the 15th century Italian painter Piero della Francesca. Using the compendium created a new kind of interaction between student and instructor that was more free-wheeling, creative, and energetic than the traditional lecture/note-taking interaction. Appendices include: brochure with project description; course description and syllabus; list of faculty visitors; student and visiting-professor evaluations; printouts of the electronic images; dissemination; present and future collaborators; major contributors to the project; three-dimensional software developments; and the database software interface. (SWC)

ED 414 884 IR 018 654

Miller, David W.; Lekander, Brian
Extending and Disseminating a New Method of Teaching U.S. History.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; *Census Figures; *Computer Software; Computer Uses in Education; Demography; Elections; Higher Education; History Instruction; Hypermedia; Information Dissemination; *Online Searching; Profiles; *Statistical Data; Teaching Methods; Undergraduate Students; *United States History

This report describes a project intended to overcome certain obstacles to the dissemination to other postsecondary institutions of a new technique for teaching U.S. History developed at Carnegie Mellon University. This technique utilizes a software system, The Great American History Machine (GAHM), which enables undergraduates to explore a huge body of census and elections data for the counties of the United States for the 19th and 20th centuries through a map interface. The purpose of this teaching technique is to empower undergraduates to think like historians. Professional historians search for patterns in huge bodies of information which they master in the course of years of studying a particular society or problem in the past. Teacher documentation was written, new datasets were prepared for inclusion in the system, and a hypertext capability was developed to enable students to search the system in more intuitive ways and to consult online information on the meaning of census variables included in the system. Arrangements have been made for the software to be maintained and distributed by the Academic Software Development Group of the University of Maryland. An executive summary is provided. (SWC)

ED 414 885 IR 018 659

This paper explores the incentives required in order for representatives from the full spectrum of the user community for the National Library of Education to assume roles and responsibilities as partners in the United States Education Information Network. Profiles of the education user community are presented that reflect the diversity and decentralization in education that is integral to American tradition. Members of that education community include, but are not limited to: students and their parents, faculty at all levels of education, school library media specialists, educational administrators, curriculum librarians and other academic librarians serving education, researchers, publishers and producers of education information, and local, state, and national education agencies and associations. The incentives, roles, and responsibilities which are appropriate to potential organizational partners that represent each of these client groups are defined. This definition is based upon a review of the work of the United States Agricultural Information Network, discussions and surveys of members of numerous groups, and a review of the literature regarding incentives for collaboration. An appendix contains the results of a questionnaire of education providers. (Contains 33 references.) (Author/SWC)

ED 414 903 IR 018 695

O'Brien, Nancy Patricia
Developing a Planning and Implementation Model for Bringing USEIN into Operation.
PUB DATE- 97
NOTE- 29p.; Paper prepared for the USEIN Kick-Off Conference (Washington, DC, November 13-14, 1997). For the conference proceedings, see IR 018 692.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Educational Planning; *Educational Resources; Electronic Text; *Information Dissemination; *Information Networks; *Information Sources; Libraries; Partnerships in Education; Shared Resources and Services; *Users (Information); World Wide Web
IDENTIFIERS- Access to Computers; Education Libraries; Listservs; National Library of Education DC; *United States Education Information Network

The mandates of the National Library of Education include a directive to become a principal center for information and services related to education. As part of this directive, a national network of education information, the United States Education Information Network (USEIN) has been proposed. This paper provides recommendations for developing and implementing a model for an effective education information network. Five key recommendations are presented from which other areas of activity and development can flow: the appointment of a provisional working group to develop bylaws and operating procedures for USEIN; the creation of a listserv to connect USEIN members; the development of a World Wide Web page devoted to USEIN with links to relevant resources and sites; the development of a master directory of education information and service providers; and the identification and solicitation of partners to participate in USEIN. Policies that will enable any of the network's users to utilize the network and its resources, regardless of technological skills or access to sophisticated computers, must be implemented and followed. Alternative mechanisms must be provided so that equal access is

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Cost Effectiveness; Costs; *Electronic Journals; *Electronic Publishing; *Faculty Publishing; Higher Education; Information Dissemination; Information Technology; Library Collection Development; Nonprint Media; Problems; Publications; Publishing Industry; Research Libraries; *Scholarly Journals
IDENTIFIERS- Electronic Resources; *University Presses

The costs of scholarly publishing have become unsustainable for both research libraries and university presses. This paper discusses how the transition to electronic journal publishing changes the ways in which these two participants in the scholarly communication process begin to analyze and attempt to control their cost structures in order to remain economically viable. Libraries and their users will be reluctant to abandon a known archival format, and capital investments in the technical infrastructure needed to deliver scholarly information electronically may be made slowly. For publishers, the need to cover first copy costs and to continue serving a market demand for print will create a significant transitional period during which both print and electronic formats must be produced and funded. The transition to fully electronic publication, although likely to reduce operational costs for libraries slightly in the short run and significantly in the long run, creates potential revenue interruptions for presses. Many publishers have proposed pricing models for electronic journals that are based on existing print subscription prices and that include multi-year guarantees of price adjustments to cover both inflation and expansion in the content offered. Libraries are caught in the dilemma posed by many publishers' current pricing structures for electronic journals: the offer of a multi-year reduction in the rate of inflation in high-value commercial journals is attractive when compared to the anticipated inflation in print journals; yet accepting that model would protect a rising share of library collection budgets for high-inflation journals which would then rapidly crowd out other scholarly publications. The short-term measures that the library and press individually might rationally employ to maintain fiscal stability may have far reaching negative implications for the economic viability of the system of scholarly communication as a whole, particularly for the university presses. (Contains 22 references.) (AEF/Author)

ED 414 922 IR 056 780

Shirrell, Robert
Economics of Electronic Publishing: Cost Issues--Comments on Session One Presentations.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; Costs; *Electronic Journals; *Electronic Publishing; Higher Education; Information Dissemination; Information Technology; Nonprint Media; Printed Materials; Publications; *Publishing Industry; *Scholarly Journals

Libraries; Higher Education; Information Networks; *Information Systems; *Library Networks; *Research Libraries; Resource Allocation; *Scholarly Journals; *Shared Resources and Services
IDENTIFIERS- *Case Western Reserve University OH; Digital Data

The libraries in U.S. research universities are being systematically depopulated of current subscriptions to scholarly journals. Annual increases in subscription costs are consistently outpacing the growth in library budgets; this has become a chronic problem for academic libraries which collect in the fields of science, engineering, and medicine. Case Western Reserve University has built a novel digital library distribution system and focused collections in the chemical sciences to investigate a new approach to solving a significant portion of this problem. By collaborating with another research library which has a strong chemical sciences collection, they have developed a methodology to control costs of scholarly journals and have planted the seeds of a new consortial model for building digital libraries. This paper summarizes Case Western Reserve University's progress to date and indicates areas in which the University is continuing its research and development. The University's rights management system, consortial and equipment standards, scanning and workflow, and technical justification for a digitization for the consortium are described in appendices. (Author/AEF)

ED 414 940 IR 056 798

Bennett, Scott
Information Based Productivity.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art History; *Computer Assisted Instruction; Educational Economics; Educational Trends; Higher Education; Information Services; Library Services; Models; *Productivity; World Wide Web
IDENTIFIERS- Digital Data; Digital Imagery; Web Sites; *Yale University CT

A digital project undertaken last year at Yale (Connecticut) offers an opportunity to explore productivity matters. The project aimed at improving the quality of library support and of student learning in one of the most heavily enrolled undergraduate courses at Yale, "Introduction to the History of Art, from Prehistory to the Renaissance." The Scully Project was Yale's first effort to demonstrate what it could mean to move from film- based to digitally-based systems to support teaching in art history. Student comments on the Scully Project emphasized the convenience of the Web site employed, which contributed significantly to visual memory training. This paper describes the Scully Project and discusses productivity gains subject to administrative control; productivity gains subject to reader control; and productivity as an urgent concern of higher education. The cost model for the Scully Project is appended. (AEF)

ED 414 941 IR 056 799

O'Donnell, James J.

PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Computer Uses in Education; Educational Technology; Elementary Secondary Education; Foreign Countries; *Futures (of Society); Higher Education; Information Management; *Information Skills; *Information Technology; *Internet; Librarians; *Library Role; Multimedia Instruction; Skill Development; Staff Development; Teacher Role; Videotape Recordings

This videotape is designed to accompany the "Libraries of the Future Staff Development Pack." The clips are taken from the NCET-TV "Teaching and Learning with IT" series, first broadcast on BBC2's Learning Zone. It consists of three sections: (1) "Developing Learners' Skills" includes skills for multimedia authoring, enquiry-based approaches to learning, information skills for CD-ROM searching, independent learning, using the Internet for research, and girls and the Internet; (2) "Management of Resources" focuses on managing access to equipment, choosing and managing resources, advice and training for staff, supporting the learners, encouraging responsible use of the Internet, and the school development plan; and (3) "Changing Roles of the Teacher and Librarian" highlights tomorrow's teachers, changing roles of librarians, changing relationships between learners and teachers, and growing confidence with information technology. (Author/AEF)

ED 414 959 JC 960 590

Koehler, Gwen; Burke, Ann
Transforming the Treadmill into a Staircase: Preparing Nontraditional First-Generation College Attenders for Success.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Career Exploration; College Freshmen; *College Preparation; Community Colleges; Coping; *Developmental Studies Programs; Educationally Disadvantaged; *High Risk Students; *Remedial Programs; School Orientation; Skill Development; Student Adjustment; Study Skills; *Transitional Programs; Two Year Colleges
IDENTIFIERS- *First Generation Students

The Transition Class is an alternative model to the traditional college sequence of developmental courses. Offered as an option to prospective students before they complete the college application and financial aid procedures, the 12-week Transition Class is nongraded and free of charge. By taking the class before they fully matriculate in the college credit system, nontraditional, first-generation college students have the opportunity to learn about the expectations and demands of college in a supportive, low-risk environment. A holistic, integrated curriculum and class structure, along with the constant use of active learning methodologies, characterize the Transition Class. Academic skills, emotional and social skills, teamwork, career exploration, and goal setting are developed to cultivate success in the workplace as well as in the classroom. The curriculum consists of reading, writing, math, and "emotional literacy," and class sizes are small enough to foster collaborative learning and student involvement. In the Transition Class, students are expected to meet high demands

The Learning Resource Service (LRS) provides information and instructional support services to Austin Community College (ACC) (Texas). From 1998 to 2002, a new LRS strategic plan will allow for continued and enhanced support, the goals of which include improved service, resources, and instruction/learning. To accomplish this mission, LRS will: (1) build an improved materials collection; (2) increase student access to resources; (3) study current LRS space utilization at ACC and implement changes; (4) provide adequate service staff at all LRS locations; (5) support ACC faculty; (6) collaborate with other ACC groups to utilize technological resources; (7) provide more LRS staff development opportunities; (8) foster open communications among staff; (9) standardize district services and procedures; (10) strengthen operations through exemplary leadership; (11) offer innovative instruction; and (12) promote LRS as a program of distinction. LRS also will provide library services, instructional technology, and instructional development in an integrated support system for the educational needs of ACC. Appendices include the ACC mission, survey and focus group results, summary of the LRS Technology Plan, summary of LRS statistics, and plan process and chronology. (YKH)

ED 414 978 JC 980 053

Zumwalt, Joan
Assessment of General Education Curriculum, 1997.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); College Faculty; College Instruction; College Planning; *Community Colleges; *Core Curriculum; Course Descriptions; Course Objectives; *Curriculum Based Assessment; Curriculum Development; Curriculum Enrichment; *Curriculum Evaluation; Educational Assessment; Educational Improvement; Educational Objectives; Evaluation Criteria; *General Education; Mission Statements; Required Courses; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Coconino Community College AZ

In 1997, Coconino Community College (CCC) assessed its general education curriculum according to faculty curriculum preference and the dictate of the General Education course outlines. CCC first clarified the General Education Values Statement and the criteria for its general education courses and core curriculum. Data that defined general education goals were collected from twenty college-level institutions, and common patterns in the general education assessment process were identified. Faculty voted on the curriculum criteria they felt were most important, and determined that precise writing, critical reading, problem solving, effective oral/signed communication, logical reasoning skills, analyzing and synthesizing, and independent thinking skills were imperative. General Education course outlines were then examined and revised to fit these criteria. The next step in the assessment process will be to determine if students are learning the identified skills, principles, and perspectives. Appendices include the faculty survey, outline check list, guidelines for outline revisions, justification statement for revisions, and a summary of examination of course outlines. (YKH)

ED 414 979 JC 980 054

involvement in professional-technical education. Overall results indicate that Oregon's grade worsened from a "C" to a "C-" in 1996. Modest improvement has been made in child care supply, infant mortality, and health uninsured, but there have been increases in the high school dropout rate, juvenile arrests, teen pregnancy, and suicide attempts. Only two of the statewide policy targets set in 1990 have been met, infant mortality and child care supply. The report also describes the Children First organization, its linkages with businesses and schools, and its citizen legislative agenda targeting families, education, comprehensive health care, and safe communities. (KDFB)

ED 414 997 PS 025 428

Kagan, Sharon Lynn, Ed.; Rosenkoetter, Sharon, Ed.; Cohen, Nancy, Ed.
Considering Child-Based Results for Young Children: Definitions, Desirability, Feasibility, and Next Steps.
PUB DATE- 97
NOTE- 81p.; Based on Issues Forums on Child-Based Outcomes (New York, NY, June 1-2, 1995 and January 24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Educational Change; *Educational Improvement; *Educational Objectives; Feasibility Studies; *Outcome Based Education; *Outcomes of Education; Preschool Education; Program Effectiveness; Theory Practice Relationship

While elementary and secondary educators are pursuing a results orientation as a means of educational reform and pedagogical improvement, the early childhood field has not explored sufficiently the desirability and feasibility of, nor the process for, establishing child-based standards and results for younger children. This report presents a synthesis of issues discussed at two issues forums held in 1995 and 1996. Following an introductory chapter, chapter 2 distinguishes between types of results and purposes of results as they apply to young children. Chapter 3 examines the desirability of child-based results in early childhood education in terms of the impact on teachers' practice and children's experiences, public understanding, funding, and the relationship of early care and education to other services. Chapter 4 identifies the following five conditions necessary for child-based results to be feasible: broad participation in the identification of results; identification of appropriate results; clarity concerning which children to include; appropriate measurement of results; and linking of child-based results to efforts to improve the lives of children. Chapter 5 outlines steps to advance a results-based approach: increase public consciousness and participation; plan strategically; identify and choose results carefully; develop appropriate, cost-effective approaches to assessment and data collection; put theory into practice; explore ways to adequately fund a results approach; and communicate, implement, and evaluate such programs. Five appendices contain the meeting agendas of each of the issues forums and three papers presented at the meetings. (TJQ)

ED 414 998 PS 025 508

Collins, Ann; Aber, J. Lawrence
How Welfare Reform Can Help or Hurt Children. Children and

PUB DATE- 96
NOTE- 106p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- At Risk Persons; Child Behavior; Class Activities; Classroom Environment; *Curriculum Development; Disabilities; Early Childhood Education; Early Intervention; High Risk Students; *Individual Needs; *Individualized Education Programs; Individualized Instruction; Play; *Special Needs Students
IDENTIFIERS- *Developmentally Appropriate Programs

The INDAP (Individualizing Developmentally Appropriate Practices) program provides teachers with ideas on how to design classroom environments and materials, activities and routines, and instructional groups and transitions while providing high quality programs to children with different strengths and needs. These guidelines provide information about the philosophy of the Developmentally Appropriate Practice (DAP) model of early childhood education and focuses on the processes of active engagement by employing four instructional strategies: (1) developmental match; (2) interest match; (3) behavioral style match; and (4) enjoyment. Following the introduction in chapter 1, chapter 2 focuses on understanding the DAP approach to early childhood education. Chapter 3 describes INDAP guidelines for an interactive match. Chapter 4 examines play and the concepts of active learning, exploration, manipulation, problem solving, and initiation. Chapter 5 focuses on curriculum and how observations of children can be used to plan developmentally appropriate learning experiences. Chapter 6 focuses on environment and materials, including how to arrange the classroom environment to more effectively address children's developmental needs, while chapter 7 describes characteristics of daily activities and opportunities that effectively promote children's learning. Chapter 8 focuses on behavior and how to help children manage themselves by giving them developmentally appropriate choices and helping them make good decisions. (SD)

ED 415 015 PS 026 084

Assistive Technology for Preschoolers with Disabilities: Collected Resources. The Preschool Technology Training Team Project.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Washington, DC.
PUB DATE- 95
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activities; *Assistive Devices (for Disabled); Class Activities; Classroom Environment; Computer Oriented Programs; Computer Software; Computer Uses In Education; *Curriculum Development; *Disabilities; *Educational Technology; *Preschool Children; Preschool Education

The Preschool Technology Training Project was designed to develop and demonstrate a regional training model on the applications of assistive technology for preschoolers with disabilities. The goal of the training was to enable preschool special education teachers, related services personnel, and parents of young children with disabilities to acquire an awareness of the by noting that, as in Dylan's song, health occurs in creativity, and that until we create an environment in which the child may use the educational establishment to create him or her self, until we serve only as a frame on which the canvas may appear in paint, we will continue practicing violence upon the child, denying him or her growth, health, and experience. (HTH)

ED 415 032 PS 026 150

Stewart, Abigail J.; Copeland, Anne P.; Chester, Nia Lane; Malley, Janet E.; Barenbaum, Nicole B.
Separating Together: How Divorce Transforms Families.
PUB DATE- 97
NOTE- 293p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Child Rearing; Childhood Attitudes; *Divorce; *Emotional Adjustment; *Family Environment; Longitudinal Studies; Marital Instability; Parent Attitudes; Parent Child Relationship
IDENTIFIERS- Dyads; *Family Systems Theory; Marital Separation

Based on a unique, longitudinal study of 100 divorcing families with school-age children, this book argues that popular images of divorce, including those shared by many psychologists, are too individualistic, too negative, and too universalizing about an experience that can be very different for men and women, parents and children, and different kinds of families. The book illuminates both the positive and negative effects of divorce on family members and family relationships during the first year after parental separation, offering a nuanced, empirically grounded examination of divorce as a family system event. The chapters are divided into four parts, covering the psychological experience of parental divorce; how individual family members adapt to parental separation; family dyads, adjustment, and change; and parental divorce as a family transformation. Illustrated by clearly presented data, detailed case studies, excerpts from interview transcripts, and observations of mother-child interactions, the chapters cover topics including: (1) specific factors that help or hinder adjustment for individual family members; (2) links between mothers' and children's adjustment and the quality of their relationships; (3) the impact of parental conflict and other stressors on children's well-being; (4) strategies used by divorced couples to contain conflict and coparent successfully; (5) the development of the custodial household as a new "system"; and (6) folk beliefs about divorce, and how they stand up to the facts. (HTH)

ED 415 033 PS 026 161

Mohanty, Pranoti S.
Improving Nutrition in a Day Care Program through a Multidimensional Approach.
PUB DATE- 93
NOTE- 78p.; Ed.D. Practicum II Report, Nova University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Health; *Day Care; Elementary Education; Elementary School Students; Health Education; Knowledge Level; Learning Activities; *Nutrition; *Nutrition Instruction; Parent

service projects that address American Indians with disabilities. (SAS)

ED 415 052 RC 021 313

Schacht, Robert M.; Vanderbilt, Rebecca
Community Needs Assessments for the Texas Metropolitan Areas of Dallas-Ft. Worth and Houston: A Follow-up Study. Final Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Texas Rehabilitation Commission, Austin.
PUB DATE- 97
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Client Characteristics (Human Services); *Disabilities; Followup Studies; *Health Needs; Health Services; *Human Services; Needs Assessment; Social Services; *Urban American Indians; Vocational Rehabilitation
IDENTIFIERS- Access to Services; Service Delivery Assessment; *Texas (Dallas); Texas (Fort Worth); *Texas (Houston)

This report summarizes the results of a needs assessment of American Indians with disabilities living in the Houston and Dallas-Fort Worth (Texas) metropolitan areas. In 1996, 97 American Indians with disabilities were interviewed, and results were compared with those of a similar needs assessment conducted in 1992; 21 of the interviewees had participated in the earlier study. Demographic questions covered county of residence, sex, age, length of Texas residence, language usage, status of reservation or allotment area as home, tribal affiliation, tribal membership, marital status, education level, and income. Respondents then described their disabilities or chronic physical and medical conditions, assistive devices they needed, functional limitations they experienced, services they had received in the past year, services needed but not received, and barriers to receiving services. Important consumer concerns were then discussed. In Dallas-Fort Worth, the four greatest needs (20-36 percent of respondents) were for dental care, vision and eye care, housing, and medical care; in the prior study, the four greatest needs had been dental care, job-related services, housing, and clothing. The need for services was greater in Houston, where the greatest needs (26-43 percent of respondents) were vision and eye care, dental care, learning about services, and housing. Between the previous and the current study, consumer concerns had diminished in severity in Dallas-Fort Worth and remained about the same in Houston. Appendices describe the Texas Rehabilitation Commission's American Indian Project and contain a statement of Joellen Hores Simmons, Deputy Commissioner, Texas Rehabilitation Commission, April 24 and 29, 1996. Includes 23 data tables. (SV)

ED 415 053 RC 021 315

Hirschfelder, Arlene; Molin, Paulette Fairbanks; Oneita, Kathryn; Wakim, Yvonne B.
Women of Hope: Native American/Hawaiian. Study Guide.
SPONS. AGENCY- Aaron Diamond Foundation, Inc., New York, NY.; Kellogg Foundation, Battle Creek, MI.; New York City Dept. of Cultural Affairs, NY.
PUB DATE- 97
NOTE- 49p.; Funding also received from the Equitable Foundation and the 1199 National Health and Human Service Employees Union,

in turn as they relate to teachers of indigenous languages and other community human resources, with the view of documenting that the profession is worthy of recognition and certification by states and tribes. Within the extensive body of knowledge related to language preservation, 11 roles are defined: program or tribal administrator, evaluator of language preservation, human resource development manager, individual career development advisor, instructor or facilitator, marketer, materials developer, needs analyst, organizational change agent, program designer, and researcher. Associations interested in Native language issues and available college programs are discussed. Contains 10 references. (Author/SV)

ED 415 069 RC 021 339

de Reuse, Willem J.
Issues in Language Textbook Development: The Case of Western Apache.
PUB DATE- 97
NOTE- 14p.; In: Teaching Indigenous Languages; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; *American Indian Languages; *Apache; Elementary Secondary Education; *Language Maintenance; Learning Strategies; Linguistics; *Second Language Instruction; Teaching Methods; *Textbook Preparation; *Textbooks
IDENTIFIERS- Total Physical Response

Two experimental language-learning textbooks were developed in collaboration with Apache-speaking scholars from the San Carlos and White Mountain Reservations. One was written in the grammar-translation tradition and modeled after successful textbooks for Navajo and Papago. While the text's main purpose is to teach elementary conversational Western Apache with some emphasis on reading and writing, it also teaches some of the linguistics of Western Apache to Apache students and speakers. Educators can apply linguistics knowledge to contrast the languages in bilingual situations and as a tool for teaching children about scientific inquiry (analyzing their own intuitive knowledge of language rules). Also, exposure to linguistics may spark some Native American students to enter the field and apply themselves to the problems of endangered Native languages. The other textbook is a guide to teaching Apache with the Total Physical Response (TPR) method, based on Asher's (1982) teacher's guidebook. The approaches of the two textbooks raise various problems that can be partially solved by combining approaches. For example, classificatory handling verbs are best taught by a grammar-translation method, supplemented by TPR-style exercises; straightforward syntactic structures (in Apache), such as negation and yes/no questions, can be taught through TPR exercises, supplemented by grammatical explanations. In addition, native experts should monitor any text to avoid culturally sensitive or politically inappropriate material. Finally, a dialogue between linguists and native experts is needed to decide how much linguistic terminology can be handled in each curriculum. Contains 45 references. (Author/SV)

ED 415 070 RC 021 340

Adley-SantaMaria, Bernadette

in preserving past traditions, but they did not alter Hispanos' own self-directed cultural development for the future. Two chapters cover the contributions of George I. Sanchez, an educational psychologist who conducted a major study of the age-grade status of New Mexican schoolchildren and who publicized the poor schooling conditions provided to Hispanos, and Loyd S. Tireman, a progressive educator who founded experimental bilingual schools, but whose emphasis on vocational education exemplified the contradictions inherent in progressive education for Spanish-speaking children. Contains references in notes and an extensive bibliography. (Author/SV)

ED 415 087 SE 058 363

Yen, Chin-Lin, Ed.
Proceedings of the National Science Council, Republic of China. Part D: Mathematics, Science, and Technology Education, 1991-1996.
PUB DATE- 95
NOTE- 721p.; Published semiannually.
LANGUAGE- English
EDRS Price- MF04/PC29 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Biology; Chemistry; Classroom Environment; Computer Uses in Education; *Educational Strategies; Elementary Secondary Education; Foreign Countries; General Science; Higher Education; *Mathematics Education; Physics; Professional Development; Science Curriculum; Science Tests; Student Evaluation; *Teacher Education; *Technology Education; *Theory Practice Relationship
IDENTIFIERS- Taiwan

This document consists of twelve consecutive serial issues, spanning the six-year period 1991-1996. The 59 articles contained in these issues cover education in the fields of mathematics, chemistry, physics, biology, technology, and general science. Typical article topics include: science education theory; instructional materials in science; science teaching methods; science teacher education and in-service training; the science learning environment; evaluation and assessment in science education. (DDR/AA)

ED 415 088 SE 060 869

Comer, Gary L.
Master Watershed Stewards.
SPONS. AGENCY- Ohio State Environmental Protection Agency, Columbus.
PUB DATE- 97
NOTE- 212p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agriculture; Citizen Participation; *Community Involvement; Conservation Education; Ecology; *Environmental Standards; Instructional Materials; Pollution; Science Education; Volunteer Training; *Water Quality; *Water Resources; Wildlife
IDENTIFIERS- Environmental Awareness; *Watersheds

The Master Watershed Stewards (MWS) Program is a pilot project (developed through the cooperation of the Ohio State University Extension Logan and Hardin County Offices and the Indian Lake Watershed Project) offering the opportunity for communities to

DESCRIPTORS- *Action Research; Educational Strategies; Hands on Science; Junior High Schools; *Metacognition; Prior Learning; Problem Solving; Science Curriculum; *Scientific Methodology; *Writing Across the Curriculum

This research report describes strategies that can be used to enable students to appropriately use the scientific method to solve problems during labs and activities. The targeted population consists of middle school science students in a growing middle class suburban area. Evidence of their lack of understanding and application of the scientific method is documented by surveys of the teachers and students, a scientific method lab checklist completed by the teachers, and teacher observations. Analysis of probable cause data reveals that teachers and students report a lack of science-related experiences at home for many students, and that many students believe that science has little importance in everyday life. Solution strategies suggested by this research resulted in the selection of three areas of intervention: (1) an increase in hands on labs and activities; (2) an increase in the use of cooperative learning including utilization of reflection logs by the students to encourage metacognition of the scientific method; and (3) the addition of scientific method checklists for the student and teacher to complete on labs and activities. Post-intervention data indicated a significant improvement in the knowledge and completion of the scientific method. The researchers noted increased enthusiasm toward science, as well as test score improvements. (DDR)

ED 415 109 SE 061 068

King, Virginia Cribari
Engaging Community Members in Constructivist Learning: Parent Involvement in the Development of a Middle School Science Curriculum.
PUB DATE- 96
NOTE- 369p.; Doctoral Dissertation, Columbia University.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- *Constructivism (Learning); Curriculum Development; Educational Change; Elementary School Science; Intermediate Grades; Junior High Schools; *Middle Schools; *Parent Participation; Parent School Relationship; *Parent Teacher Cooperation; Program Development; Qualitative Research; *Science Education; Teacher Attitudes

The science education reform movement is difficult for parents to understand because the new constructivist paradigm is far afield from science education as parents experienced it themselves. Educators in a New England middle school developed a new science curriculum without inviting general parental input. The problem addressed by this study was that the school had not provided an opportunity for parents to express their views, to understand the program, or to contribute in any other way to the development of the science curriculum. This study invited parent involvement in order to determine parent perspectives about the program and to examine ways in which parents might contribute to curriculum development. The study began with a survey of all of the school's parents and science teachers to determine their perceptions of the science program. Parent focus groups were held to clarify and enrich survey data. A Project Improvement Team of parents and teachers analyzed the survey and focus group data and developed an action plan for improving the science program. Transcripts of education to achieve economic, political, and racial justice. Chapter titles include: (1) "The Establishment of Highlander, 1927-1932"; (2) "Early Struggles, 1932-1937"; (3) "Building and Defending a Program, 1937-1941"; (4) "Extension Work, 1937-1947"; (5) "The CIO Years, 1942-1947"; (6) "Transition Years, 1944-1953"; (7) "From School Desegregation to Student Sit-Ins, 1953-1961"; (8) "The Citizenship Schools, 1953-1961"; (9) "Highlander under Attack, 1953-1962"; and (10) "Highlander Center: New Directions, New Struggles." Appendices offer Highlander's 1950 Statement of Purpose and the 1987 Mission Statement. Notes and a bibliographic essay conclude the volume. (EH)

ED 415 130 SO 027 407

Bossard, Keith; Chase, Sue; Dove, Tim; Hoover, Shirley; Merryfield, Merry M.; Norris, Jim; Rayburn, Bob; Shapiro, Steve; Wainer, Barbara

Can Our Learning Community Survive? Teachers Examine the Long-Term Effectiveness of Their PDS Network in Social Studies and Global Education.

PUB DATE- 96

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College School Cooperation; Elementary Secondary Education; Faculty Development; *Global Education; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; Professional Development; *Professional Development Schools; *Social Studies; Teacher Education

This study addresses the question of whether university professors and experienced teachers can work collaboratively over time to improve teacher education and classroom practice in social studies and global education. Eight classroom teachers identify factors associated with an effective professional development school network and examine issues and concerns that may threaten its survival. Major factors include the diversity of teachers and schools, new roles and opportunities, problems with challenging the status quo, scrutiny and reflection of practice, time commitments, and difficulties dealing with university cultures. (EH)

ED 415 131 SO 027 415

Collins, H. Thomas; Czarra, Frederick R.; Smith, Andrew F.

Guidelines for Global and International Studies Education: Challenges, Culture, Connections.

PUB DATE- 96

NOTE- 21p.; "Issues in Global Education" was formerly known as ACCESS.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cross Cultural Studies; Elementary Secondary Education; *Global Education; International Education; International Relations; *International Studies; Social Studies; *Standards

This special issue attempts to provide a summary of what scholars and educators have recommended that U.S. K-12 students study in the international dimension of education. These guidelines are not "standards" as the term is currently used by academic

April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizen Participation; Citizen Role; Citizenship; *Citizenship Education; *Citizenship Responsibility; *Civics; Elementary Secondary Education; *School Community Relationship; *Service Learning; *Social Responsibility; Social Studies

This paper outlines a theoretical approach to understanding how youth community service participation can stimulate identity development and encourage civic investment. The study elucidates the developmental processes through which individuals become invested in civic activities and the activities in which youth are involved. The paper explains developmental continuity in civic participation from adolescence to adulthood and then illustrates this approach using data from a case study of participants in a school-based service program. Findings are presented from a 1993-1994 juniors' essays on service and from the alumni surveys and essays. Presenting participants' reflections as they go through the program and 3-, 5-, and 10-years later, the study shows how service experience can stimulate reflections on self in relation to society and can foster a sense of agency and responsibility. (Contains 19 references.) (EH)

ED 415 155 SO 028 109

Blakey, Elaine; Maguire, Gerry; Steward, Kaye
Global Education Entry Points into the Curriculum: A Guide for Teacher - Librarians.
PUB DATE- 91
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Global Approach; *Global Education; Interdisciplinary Approach; *Justice; *Peace; *Resource Materials; Social Studies; Sustainable Development
IDENTIFIERS- Alberta

This information packet is useful to teacher-librarians and teachers who would like to integrate global education concepts into existing curricula. The techniques outlined in this document provide strategies for implementing global education integration. The central ideas of the global education package include: (1) interrelatedness; (2) peace; (3) global community; (4) cooperation; (5) distribution and sustainable development; (6) multicultural understanding; (7) human rights; (8) stewardship; (9) empowerment; and (10) social justice. Throughout the packet, ideas are offered for inclusion of global perspectives in language arts, science, mathematics, and social studies. Recommendations are included for purchases of resource materials and cross reference charts for concepts across grades and curriculum areas. (EH)

ED 415 156 SO 028 114

McBride, Lawrence W.; Drake, Frederick D.; Lewinski, Marcel
Alternative Assessment in the Social Sciences.
PUB DATE- 96

in the National Register of Historic Places. To date there are 55 published lesson plans with an additional 43 in development for publication. The lessons feature well-known landmarks like Gettysburg (Pennsylvania) and Manassas (Virginia). They also present units about lesser know sites like the Mandan and Hidatsa villages in the Knife River valley of North Dakota and the "Black Metropolis" of southside Chicago (Illinois). The program meets the requirements of the National Council for the Social Studies "Curriculum Standards for the Social Studies." In addition, professional development for teachers and preservation personnel is available. The inservice program includes published materials and training activities. (JH)

ED 415 179   SO 029 063

Siler, Carl R.
Spatial Dynamics: An Alternative Teaching Tool in the Social Studies. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Active Learning; Discovery Learning; Elementary Secondary Education; History Instruction; Locational Skills (Social Studies); Models; *Social Studies; *Student Participation; Three Dimensional Aids
IDENTIFIERS- ERIC Digests

Spatial dynamics is an instructional strategy whereby students create large scale models that capture the details of a historic event. This Digest discusses classroom floor models and papier mache models. Floor models are best suited to elementary classrooms and middle schools. Papier mache models, appropriate for high school social studies classes, require significant teacher preparation in advance and demand a large commitment of class time. The Digest offers project examples for employing each model in the classroom along with the suggestion to use ancillary materials to enhance the projects. (WG)

ED 415 180   SP 037 683

Farkas, Steve; Johnson, Jean; Duffett, Ann
Different Drummers. How Teachers of Teachers View Public Education. A Report.
PUB DATE- 97
NOTE- 42p.; Funding for this project was provided by the Thomas B. Fordham Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Public Education; Questionnaires; *Teacher Attitudes; *Teacher Educators

To explore 900 teacher educators' attitudes about education and public schools, telephone surveys were conducted in the summer of 1997. The findings are summarized in six sections: (1) teacher educators envision classrooms as places where teachers and students are lifelong active learners, education is

Development of Adult Cardiovascular Disease and Diabetes among Minorities" (H.P. Hazuda and A. Monterrosa). Part three, "Interventions for Minority Adolescent Populations," includes: (9) "Interpersonal Interventions for Minority Adolescents" (K. Resnicow, R.L. Braithwaite, and J. Kuo); (10) "Multisystemic Therapy and the Ethnic Minority Client: Culturally Responsive and Clinically Effective" (M.J. Brondino, S.W. Henggeler, M.D. Rowland, S.G. Pickrel, P.B. Cunningham, and S.K. Schoenwald); (11) "School-Based Interventions to Prevent Substance Use among Inner-City Minority Adolescents" (M.A. Forgey, S. Schinke, and K. Cole); and (12) "Community-Based Interventions" (B.R. Yung and W.R. Hammond). Part four, "Health Policy and Special Concerns for Minority Adolescent Populations," contains (13) "Health Service Access and Utilization among Adolescent Minorities" (A.L. Giachello and J.O Arrom) and (14) "Health Care and Health Policy for Adolescents" (R.M. Kaplan and L. Friedman). (SM)

ED 415 198 SP 037 705

Wisconsin's Model Academic Standards for Health Education.
PUB DATE- 97
NOTE- 20p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Skills; *Comprehensive School Health Education; Critical Thinking; *Educational Quality; Elementary Secondary Education; *Health Education; Health Promotion; Problem Solving; Program Development; Public Education; State Boards of Education; *State Standards; *Student Educational Objectives
IDENTIFIERS- *Wisconsin

Wisconsin's Department of Public Instruction, in collaboration with Wisconsin citizens, developed academic standards in 12 curricular areas. The health education standards go beyond emphasizing mastery of individual student areas--they weave four essential characteristics of health-literate individuals throughout: critical thinking and problem solving; self-directed learning; effective communication; and responsible, productive citizenship. Seven focus areas with standards are: (1) understanding concepts related to personal health promotion and disease prevention; (2) practicing healthy behaviors; (3) demonstrating the ability to use goal setting and decision making skills to enhance health; (4) demonstrating the ability to access health information and services; (5) analyzing the impact of culture, media, technology, and other factors on health; (6) demonstrating the ability to use effective interpersonal communication skills to enhance health; and (7) demonstrating the ability to advocate for personal, family, school, and community health. In each area, content and performance standards are detailed for grades 4, 8, and 12. (SM)

ED 415 199 SP 037 706

Wisconsin's Model Academic Standards for Dance.
PUB DATE- 97
NOTE- 26p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Elementary Education; Elementary School Students; Elementary School Teachers; *Mixed Age Grouping; *Nongraded Instructional Grouping; Parent Attitudes; *Parent School Relationship; *Parent Teacher Cooperation; Portfolio Assessment; Principals; School Restructuring; Student Evaluation; Teacher Attitudes
IDENTIFIERS- Mississippi (North)

This study examined nongraded, multi-age elementary classrooms from the perspective of involved principals, teachers, and parents. Data came from field notes taken at on-site observations and from in-person structured and unstructured interviews with principals and teachers. The schools were all located in a small urban town in north central Mississippi. The study found that the schools set up and operated the nongraded classrooms in different ways. The classrooms operated according to the philosophy of the teachers in charge of the classes under the guidance of the principal; each classroom was different from the next. The schools that experienced the most success were those in which the teachers did not feel threatened and were given the freedom to operate as they deemed appropriate. Some parent concerns included mixing the sexes, having siblings in the same room, giving up traditional grading and assessment, and possibly short-changing math. Keeping parents continually informed and working together with the school, teacher, and students were important guiding principles to ensure success, according to one principal. Another principal stated that authentic assessment was the key to success. (Contains 8 references.) (SM)

ED 415 218 SP 037 727

Britt, Patricia M.
Perceptions of Beginning Teachers: Novice Teachers Reflect upon Their Beginning Experiences.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Classroom Techniques; Discipline; Elementary Secondary Education; Higher Education; Parent Participation; Preservice Teacher Education; Student Behavior; *Teacher Attitudes; *Teaching Experience; Time Management

This study examined 35 first- and second-year teachers' perceptions of several current issues pertinent to their profession. Analysis of data from an open-ended questionnaire found that teachers' perceptions of their beginning teaching experiences were not all positive, though they were still satisfied that they had chosen to become teachers. Their responses fell into the four main categories of time management, discipline, parental involvement, and preparation. The teachers felt frustration due to lack of time to complete all their mundane chores and paperwork. They were overwhelmed at times due to the behavior problems they had to handle and

Electronic Research and the Educational Historian.
PUB DATE- 97
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Copyrights; *Databases; *Educational History; Educational Research; Electronic Journals; Interaction; *Internet; *Research Methodology; Scholarly Journals
IDENTIFIERS- *Electronic Media; *Listservs

Although electronic media have not transformed the essential nature of scholarly research, they have altered it because of the scope and scale of interactive electronic tools now available on the Internet. Several of these tools are discussed in reference to research in the history of education, and some information about copyright in the electronic area and the availability of graphic resources is presented. E-mail and listservs are becoming indispensable tools for researchers. They can be used to circulate ideas and information and to transmit electronic journals. The World Wide Web is already recognized as a great resource for teaching and learning. One of the primary uses of the Web in research is the exploration of databases. Although there are not many Web sites devoted to the history of education at this time, there are three which are worth noting: (1) a site dedicated to the "International History of Education"; (2) "Mary Lyon on the Web," produced by Mt. Holyoke College; and (3) the "History of American Education Web Project," from Indiana University, South Bend. A good treatment of copyright issues in the electronic area can be found at "The Copyright Website" page maintained by an attorney specializing in these issues. The Web also makes photographs available for historians, through a variety of sites. This brief glimpse of electronic research in the history of education shows that traditional methods of historiography and evaluation have been altered by the advent of electronic media. (SLD)

ED 415 235 TM 027 766

Millman, Jason, Ed.
Grading Teachers, Grading Schools. Is Student Achievement a Valid Evaluation Measure?
PUB DATE- 97
NOTE- 296p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Accountability; Educational Assessment; Elementary Secondary Education; Evaluation Methods; Program Descriptions; Program Evaluation; *School Effectiveness; Student Evaluation; *Teacher Evaluation; Work Sample Tests
IDENTIFIERS- *Value Added Model

The 24 chapters of this collection discuss contemporary approaches to using student learning gains to evaluating teachers or schools. The four methods considered are: (1) the Oregon Teacher Work Sample Methodology (chapters 2 through 6); (2) the Dallas Value-Added Accountability System (Texas) (chapters 7 through 11); (3) the Tennessee Value-Added

Defined Performance Measures.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (26th, Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Accountability; *Demography; *Educational Policy; Elementary Secondary Education; *Information Dissemination; Performance Factors; Policy Formation; Prediction; School Districts; State Programs; Superintendents
IDENTIFIERS- *Alabama

Thirty-two states now have some form of accountability legislation that requires the reporting of school and school system performance indicators. This study examined the Alabama State Report Card to determine whether its information is sufficient to inform the public, legislature, and the media about the achievement of each school and school district as the state's Education Accountability Plan has mandated. In addition to the 14 report card variables for 1996, the analysis added 14 financial indicators, an indicator for dropouts, and 1 for the percentage of district enrollment by race. The relationships between indicators, student achievement, and grade ratings for all 127 Alabama districts were studied. Analyses demonstrated that the state Superintendent's Report Card, 1996, shows that there are differences in the populations being served by the various school districts. It does not stand as an instrument for public reporting on the quality of teaching and learning. Nor does it speak to educational policy at any but the most macro level. Findings indicate that the use of additional demographic indicator variables, not included in the Report Card, provide valuable information about school district grade definition status. These additional indicators more clearly describe the relationship between the demographic profile of each district and grade definition, and they are significant predictors of grade definition levels. (Contains one table and eight references.) (SLD)

ED 415 255 TM 027 935

Mott, Michael S.; Sumrall, William J.; Hodges, M. Lee
Process and Computer-Based Elementary Writing Curriculum: A Review of Methods and Assessments.
PUB DATE- 97
NOTE- 38p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (26th, Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Curriculum Development; *Educational Assessment; Elementary Education; *Elementary School Curriculum; Elementary School Students; Qualitative Research; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Process Approach (Writing)

The purpose of this review of literature was to synthesize a wide range of both quantitative and qualitative studies of teacher implementation of computer-assisted writing curriculum methods.

Predicting Achievement in College-Level Foreign Language Courses.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Anxiety; College Second Language Programs; *College Students; Cooperative Learning; Higher Education; *Prediction; Regression (Statistics); Second Language Instruction; *Second Language Learning; Sex Differences

Enrollment in a foreign language course increasingly is becoming an essential part of college students' programs of study. As a result, there has been an influx of students with diverse backgrounds, interests, and aspirations enrolling in foreign language courses in order to fulfill degree requirements. Unfortunately, many students underachieve in foreign language courses. Thus, this study of 184 university students sought to determine predictors of foreign language achievement. A setwise multiple regression analysis revealed that five variables (i.e. academic achievement, foreign language anxiety, expected overall average for current language course, value placed on cooperative learning, and gender) contributed significantly to the prediction of foreign language achievement. Specifically, students who tended to have the greatest problems acquiring a foreign language tended to be male, have low levels of academic achievement, have low expectations, value cooperative learning, and have the highest levels of anxiety. Overall, academic achievement was the best predictor, explaining 14.0% of the variance in achievement. Foreign language anxiety, the next best predictor, explained 10.5 % of the variance. The educational implications of these findings for improving the acquisition of foreign language are discussed, as are suggestions for future research. (Contains 34 references.) (Author/SLD)

ED 415 274   TM 028 001

Kennedy, Robert L.; Suter, W. Newton; Clowers, Robert L.
Research by Electronic Mail.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; Distance Education; *Educational Research; *Electronic Mail; *Graduate Students; Graduate Study; Higher Education; *Nontraditional Education; Online Systems; Pretests Posttests; *Research Methodology

A study was conducted to compare electronic and traditional versions of a graduate-level research class. There were 73 participants in the electronic classes and 35 in the traditional classes, with a majority membership of white females enrolled in graduate education programs. Multiple choice pretests and posttests were administered to all groups. An analysis of covariance indicated that there was no statistically significant difference, at the 0.05 level, between the adjusted means of the two groups, suggesting that the electronic option allows for comparable learning outside the Reagan years did not occur either on a national basis or in the South where most blacks live. Reagan administration policies had no overall effect on the integration of southern black students by 1988. Data in this report do not reflect the impact of recent and pending court decisions that may affect urban school desegregation. A modest increase in the nation's residential desegregation, driven by a large increase in Black and Hispanic suburbanization, has helped offset the resegregation caused by the continuing decline of white residents in central city school systems. Twenty years of data on the 17 states that enforced mandatory segregation until 1954 show that the school desegregation accomplishments of the 1960s and the early 1970s were neither fragile nor transient. Different forms of desegregation plans have different effects on the level and persistence of desegregation and on the ability of a school district to retain white enrollment. Data in this report show that county-wide desegregation plans that include both city and suburbs are more effective on both fronts. There is no evidence that the problem of school segregation will go away, however, and a new definition of segregation will probably be needed as racial composition and suburban desegregation change. An appendix presents trends in school segregation and a chart of extreme segregation. (Contains 21 tables.) (SLD)

ED 415 292 UD 032 070

Furlong, Andy; Cartmel, Fred; Powney, Janet; Hall, Stuart
Evaluating Youth Work with Vulnerable Young People.
SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh.
PUB DATE- 97
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Age Differences; Disadvantaged Youth; Financial Support; Focus Groups; Foreign Countries; *High Risk Students; Participation; Program Effectiveness; *Recreational Activities; Rural Youth; Tables (Data); *Urban Youth; Youth Clubs; *Youth Programs
IDENTIFIERS- *Scotland

This report presents the results of an 18-month research project that studied the effectiveness of youth work with vulnerable young people. The research, representing six distinct geographical areas of Scotland characterized by disadvantage, focused on young people aged 13 to 16. In each neighborhood, the project examined the experiences of young people and youth work service providers that serve vulnerable young populations. The areas included inner city areas, smaller towns, and rural areas. In each locale, questionnaires were completed (nearly 1,200 in all) and focus groups were held with students in local secondary schools. It was evident from the way that young people used their leisure time that the transition from organized activities for groups to more casual leisure activities can increase vulnerability. Organized youth work had the greatest appeal for those under age 14; older adolescents tended to "hang around" with friends. About half the girls and 6 in 10 of the boys were currently involved in some sort of youth club or activity, with participation decreasing with age. Membership in such organizations was less common among these disadvantaged adolescents than for a nationally representative sample reported by other researchers. Survey findings showed study. This volume, the second, uses a holistic perspective to examine recent social and economic trends among black families and to describe how a holistic framework can enhance understanding of the causes and cures of the current crisis among black families. The impact of both external and internal factors is assessed, and new research and programmatic insights to facilitate the development of more effective strategies are discussed. Recommendations are made for public and private policymakers and service providers. The following sections are included: (1) "Introduction"; (2) "Recent Social and Economic Trends"; (3) "Holistic Perspective on Black Families"; (4) "Impact of Societal Forces"; (5) "Impact of Social Policies"; (6) "Impact of Community Subsystems"; (7) "Impact of Family Subsystems"; (8) "Impact of Individual Factors" ; (9) "Action Implications"; (10) "Appendix" (study group members and contributors); and (11) "References." It is argued throughout that the causes and nature of the crisis among black families cannot be understood without a holistic consideration that includes analysis of societal forces such as racism, classism, sexism, recessions, inflation, and job competition. (Contains over 200 references.) (SLD)

ED 415 311 UD 032 091

Willie, Charles V., Ed.; Garibaldi, Antoine M., Ed.; Reed, Wornie L., Ed.
Assessment of the Status of African-Americans. Volume III: The Education of African-Americans.
PUB DATE- 90
NOTE- 191p.; For Volumes I through VI, see UD 032 089-094.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Education; *Black Students; Civil Rights; Counseling; *Educational Attainment; Educational Change; Educational History; Elementary Secondary Education; *Higher Education; Minority Groups; Participation; Public Schools; *School Desegregation; *Urban Schools
IDENTIFIERS- *African Americans; National Research Council

In 1987 a project was undertaken to assess the status of African Americans in the United States in the topical areas to be addressed by the National Research Council's Study Committee on the Status of Black Americans: education, employment, income and occupations, political participation and the administration of justice, social and cultural change, health status and medical care, and the family. Six volumes resulted from the study. This volume, the third, considers education, ranging from early childhood through postsecondary education. The following essays are included: (1) "The Civil Rights Movement and Educational Change" (Meyer Weinberg); (2) "The Social and Historical Context: A Case Study of Philanthropic Assistance" (Charles V. Willie); (3) "School Desegregation since Gunnar Myrdal's American Dilemma" (Robert A. Dentler); (4) "The Future of School Desegregation" (Charles V. Willie); (5) "Meeting the Needs of Black Children in Public Schools: A School Reform Challenge" (James P. Comer and Norris M. Haynes); (6) "School Improvement among Blacks: Implications for Excellence and Equity" (Faustine Jones-Wilson); (7) "Counseling and Guidance of Black and Other Minority Children in Public Schools" (Charles E. Flowers); (8) "Blacks in College" (Antoine M. Garibaldi); (9) "The Road Taken: Minorities and Proprietary Schools" (Robert Rothman); (10) "Graduate and Professional Education for Blacks" (James E. Blackwell); (11) "System-Wide

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; Community Involvement; *Delivery Systems; Elementary Education; Elementary Schools; Integrated Services; Junior High Schools; Middle Schools; Parent Participation; Program Development; Program Evaluation; Program Implementation; Qualitative Research; Surveys; *Urban Schools
IDENTIFIERS- Hogg Foundation for Mental Health TX; School Based Services; *School of the Future (Hogg Foundation); *Texas

The Hogg Foundation for Mental Health created the School of the Future (SoF) project to enable selected Texas schools to coordinate and implement school-based social and health services on their campuses and to demonstrate the effectiveness of this method of service delivery by evaluating the project. The SoF operated in four sites, each with a middle school and one or two feeder elementary schools in four Texas cities: Austin, Dallas, Houston, and San Antonio. The SoF brought together a variety of health and social services programs designed to enhance the well-being of the children in the target areas and their families. The information in this report, which is an explanation of project implementation rather than a how-to manual for program replication, came from surveys of coordinators, educators, service providers, parents and others who played important roles and with interviews conducted throughout the program. The implementation of a variety of social services was the program strength mentioned most often by survey respondents. Parent development was also mentioned as a major strength. Another key to SoF success was the presence of strong coordinators. The evaluation also demonstrated some challenging realities the implementation sites faced, but emphasis on program strengths probably accounts for the fact that the SoF initiatives were continued, although in altered form, after the funding period ended. (Contains 20 references.) (SLD)

ED 415 330 UD 032 112

Iscoe, Louise
The Health Clinic. School of the Future: Houston.
PUB DATE- 95
NOTE- 30p.; For related documents, see UD 032 108-115.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Health; Community Involvement; Comprehensive School Health Education; Counseling; *Delivery Systems; Elementary Education; Elementary Schools; *Integrated Services; Junior High Schools; Middle Schools; Program Development; Program Evaluation; Program Implementation; *School Health Services; School Nurses; *Urban Schools
IDENTIFIERS- Hogg Foundation for Mental Health TX; *Houston Independent School District TX; School Based Services; *School of the Future (Hogg Foundation); Texas (Houston)

The Hogg Foundation for Mental Health created the School of the Future (SoF) project to enable selected Texas schools to coordinate and implement school-based social and health services on their campuses and to demonstrate the effectiveness of this method of service delivery by evaluating the project. SoF operated in four urban sites in Texas, developing services for a middle school and one or two feeder schools in Austin,

CNN Newsroom Classroom Guides. December 1-31, 1997.
PUB DATE- 97
NOTE- 50p.; No guides for December 22-31.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of December, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: Japan hosts the Climate Change Conference, space shuttle is unable to deploy satellite, World AIDS Day, Honduras elects new president, U.S. Attorney General Reno decides not to appoint an independent counsel to investigate Clinton-Gore fundraising practices, historic treaty banning the use of land mines, and Iraq's oil-for-food program (December 1-5); International talks on the future of Korea, Serbia holds elections, Israel strike ends, 8th Summit of the Organization of the Islamic Conference, Swiss banking giants merge, air balloonists plan around the world trip, Latrell Sprewell faces the media, FBI Director Freeh testifies before Congress, Boris Yeltsin is hospitalized, and the Climate Conference ends with some agreement on reducing greenhouse gases (December 8-12); and President Clinton considers options to make Bill Lann Lee the next head of the Justice Department's Civil Rights division, the Pentagon announces plans to inoculate all personnel against anthrax, national debt has decreased while personal debt has increased, Oklahoma bombing jury deliberations resume, new pictures indicate that the sun will die billions of years from now, a form of snail venom may alleviate chronic pain, Kim Dae Jung wins election to the presidency of South Korea, and Clinton wants U.S. troops to remain in Bosnia (December 15-19). No guides for December 22-31. (SWC)

ED 414 886   IR 018 661

Cyrs, Thomas E., Ed.; Menges, Robert J., Ed.; Svinicki, Marilla D., Ed.
Teaching and Learning at a Distance: What it Takes To Effectively Design, Deliver, and Evaluate Programs.
PUB DATE- 97
NOTE- 125p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- Administrative Problems; *Computer Assisted Instruction; Copyrights; Delivery Systems; *Distance Education; Educational Resources; Educational Trends; Electronic Libraries; Higher Education; Information Management; Instructional Design; Internet; Learner Controlled Instruction; *Postsecondary Education; Program Evaluation; Teaching Methods; Telecommunications

In this volume, experienced distance educators provide insights into new trends in computer-based teaching and learning in postsecondary education. The book is divided into four parts: (1) Issues and Trends; (2) Instructional Design Principles for available to all. The philosophical commitment to provision of education information to all users, in all formats, through a variety of mechanisms, must be a transcending part of the process. (Contains 11 references.) (Author/SWC)

ED 414 904 IR 018 696

D'Amicantonio, John
Access and Equity Issues in Providing Effective Educational Information Services through the USEIN.
PUB DATE- 97
NOTE- 25p.; Paper prepared for the USEIN Kick-Off Conference (Washington, DC, November 13-14, 1997). For the conference proceedings, see IR 018 692.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Disadvantaged; *Educational Resources; Electronic Text; *Information Dissemination; Information Networks; Information Sources; Libraries; Partnerships in Education; Shared Resources and Services; *Users (Information); World Wide Web
IDENTIFIERS- *Access to Computers; Education Libraries; National Library of Education DC; *United States Education Information Network

In 1997, the report of the National Library of Education advisory Task Force called for creation of an education information network. Such a network would provide resources to all potential users, young and old, male and female, throughout the United States. With the call to create a United States Educational Information Network (USEIN) has come the need to consider the issues of access and equity in regard to obtaining all forms of information. There are clearly a number of citizens who have difficulty accessing this information, particularly in electronic format. This paper identifies the under-represented groups, those who have difficulty accessing information in both print and electronic formats, and outlines some possible solutions to help extend access to all citizens. The paper also examines several possible partners and models for the USEIN in its effort to reach all Americans. Access to information has long been a problem related to libraries and their efforts to reach all sectors of the population. With the growth of computer use and the development of the World Wide Web, new problems face librarians and other information specialists in disseminating information to all potential users. (Contains 28 references.) (Author/SWC)

ED 414 905 IR 018 697

Libutti, Patricia O'Brien
Model Organizational Structures and Best Practices for Successful National Collaborative Information Partnerships.
PUB DATE- 97
NOTE- 20p.; Paper prepared for the USEIN Kick-Off Conference (Washington, DC, November 13-14, 1997). For the conference proceedings, see IR 018 692.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Agency Cooperation; Cooperative Programs; *Educational Resources; Information Dissemination; Information Networks; Information Sources;

IDENTIFIERS- Electronic Resources; *University Presses

This paper comments on three presentations (Janet Fisher, Malcolm Getz, and Bill Regier) at the Scholarly Communication and Technology Conference; it focuses on publisher costs, and also discusses the electronic publishing efforts undertaken at the University of Chicago Press. Janet Fisher, from MIT (Massachusetts Institute of Technology) Press, gave costs related to both the electronic journals that they are publishing and to two of MIT's print journals. First-copy costs (the cost for editing, typesetting, and producing materials that can subsequently be duplicated and distributed to several hundred or several thousand subscribers) for electronic journals at MIT Press range from approximately $15 to $56 per page; the total first-copy costs for the print journals are $22 and $24 per page. At this point, for the MIT Press, it is cheaper to produce journals in paper than to do them electronically, if the circulation is small. Malcolm Getz presented a breakdown of costs from the American Economic Association (AEA). A comparison of cost percentages for the University of Chicago Press and for the AEA reveals that overall, editorial, typesetting, and distribution costs are quite similar. Bill Regier reported that for Project Muse, the electronic publishing venture of Johns Hopkins University Press, the total costs for both print and electronic editions were about 130% of the print-only costs. The electronic publishing model under discussion is structured so that electronic costs are add-on costs to the traditional printing functions. A second model is described in which data are converted to SGML (Standardized Generalized Markup Language) form in the earliest stages of editing; then the SGML database is used to derive both the typeset output for hardcopy printing and the electronic materials for electronic dissemination. Six tables illustrate cost percentages and publishing models. (AEF)

ED 414 923 IR 056 781

Varian, Hal R.
The Future of Electronic Journals.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cost Effectiveness; Costs; *Electronic Journals; *Electronic Publishing; *Faculty Publishing; Higher Education; Information Dissemination; Information Storage; Information Technology; Nonprint Media; Printed Materials; Publications; *Publishing Industry; *Scholarly Journals; Standards
IDENTIFIERS- Circulation (Publications); Electronic Resources; SGML

It is widely expected that a great deal of scholarly communication will move to an electronic format. This paper speculates about the impact this movement will have on the form of scholarly communication. In order to understand how journals might evolve, the paper begins with a look at the demand and supply for scholarly commutation today, as well as the first-copy costs of academic journals. Two other costs are then mentioned: archiving and yearly costs-per-article read. A discussion on re-engineering journal production and the impact of re-engineering on costs savings follows. Further savings of electronic distribution on shelf-space, monitoring, information

Cost and Value in Electronic Publishing.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classics (Literature); Computer Mediated Communication; Cost Effectiveness; *Electronic Publishing; Faculty; Influences; Information Networks; Information Technology; *Medieval Literature; Online Systems; *Publishing Industry; Scholarship
IDENTIFIERS- *Bryn Mawr College PA; University Presses

A founding co-editor of Bryn Mawr Classical Review (BMCR) examines the costs and benefits of networked electronic communication for scholars. Some of the tools that have the potential to change the way scholars work include: online reference; online productivity information; e-mail as a productivity tool; and formal online publishing endeavors. A large part of the working practice at BMCR has been facilitated by the Internet; the operations of BMCR would not be possible without the productivity-enhancement of e-mail and word processing. In July 1993, BMCR began to publish a listing of "books received." The experience with Bryn Mawr Medieval Review (BMMR) has been instructively different. When the Medieval Institute of Western Michigan University "gave the journal a home" and some institutional support, the productivity increased significantly. Both BMCR and BMMR stand to gain from the Mellon Grant, which has provided for new information technology. What they still lack is any kind of economic model for the most effective use of information technology in education and scholarship. (AEF)

ED 414 942 IR 056 800

Schwartz, Charles A., Ed.
Restructuring Academic Libraries: Organizational Development in the Wake of Technological Change. ACRL Publications in Librarianship No. 49.
PUB DATE- 97
NOTE- 289p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; *Case Studies; Change; *Electronic Libraries; Futures (of Society); Higher Education; *Information Systems; Library Cooperation; *Library Planning; Library Role; Library Services; Microcomputers; Strategic Planning; Technological Advancement
IDENTIFIERS- Challenge; Technology Integration

This book is a collection of 19 essays and case studies about the challenges libraries face today. It assesses a broad range of opportunities and achievements, and emphasizes both theory and practice. The essays are divided into six sections: (1) Introduction--"Restructuring Academic Libraries: Adjusting to Technological Change" (Charles A. Schwartz); (2) Reassessing Traditional and Virtual Ground-Assumptions--"Change and Transition in Public Services" (David W. Lewis) and "Dangerous Misconceptions about Organizational Development of Virtual Libraries" (Herbert S. White); (3) Realigning Campus Computing and are responsible for their own learning, which is often strengthened by the communal learning environment. The Transition Class has proven extremely successful in improving the college academic achievement of "at-risk" students. (YKH)

ED 414 960 JC 970 528

McKinney, Kristen
The Use of Computer Data Systems in Academic Counseling: Outcomes for Community College Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Advising; *Academic Records; Community Colleges; Computers; Counseling Techniques; Data Analysis; *Data Collection; Information Systems; Information Utilization; Intervention; Program Effectiveness; School Holding Power; Student Attrition; Two Year Colleges
IDENTIFIERS- ERIC Digests; Miami Dade Community College FL; Midlands Technical College SC; Portland Community College OR

This Digest discusses computer assisted advisory practices currently in use in community colleges, outlining the types of data collected and how they are used, including the use of tracking to plan interventions for at-risk students. Enhanced computer technology has improved the effectiveness of academic advising by enabling more thorough and efficient data collection and analysis. Florida Community College has utilized an innovative application of computerized data systems to allow tracking of student progress and improve retention. Entering students must submit an outline of their goals and fields of study, which are periodically scanned for progress. Intervention strategies can then be employed to improve performance and retention. Portland Community College in Oregon utilizes their computerized database to review transcripts and course offerings to help students plan their upcoming schedules. The goal, again, is to increase academic success and retention. Midlands Technical College in South Carolina pairs computerized transcript information with staff training initiatives of developmental academic advising to reduce attrition, increase utilization of services, and involve students in orientation and advising programs. Miami Dade Community College in Florida provides students with mid-semester progress reports so that they can take action to improve if need be. Little consensus has been reached on the overall effectiveness of computer-based academic intervention strategies. They do, however, appear to be most successful when technology is paired with human resources. (YKH)

ED 414 961 JC 970 580

Schuyler, Gwyer
A Paradigm Shift from Instruction to Learning. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

McCown, Laurie; Fanning, Erin; Eickmeyer, Barbara
Assessment Program Technical Progress Report, 1996-1997.
PUB DATE- 97
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Annual Reports; College Outcomes Assessment; *College Planning; Community Colleges; *Educational Assessment; Educational Improvement; Educational Quality; Educational Strategies; Evaluation Criteria; Evaluation Methods; *Institutional Evaluation; Institutional Mission; Models; Organizational Objectives; Pilot Projects; Professional Development; Program Effectiveness; Program Evaluation; *School Effectiveness; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Coconino Community College AZ

Coconino Community College (CCC) annually assesses its institutional effectiveness to demonstrate its commitment to improving programs and services to students. The 1996-97 Assessment Program Technical Progress Report records the assessment and institutional activities enacted during the academic year, detailing the assessment model, timelines, accomplishments, and opportunities for improvement. It includes implementation and outcome information for the following areas: principal committee for institutional effectiveness, professional development, mission-level indicators, program-level review, general education, classroom-level assessment, data systems, pilot projects, and other CCC committee accomplishments. The report concludes with areas for improvement and a report summary. Appendices contain additional material about assessment terms, columns in the college newsletter (CocoNotions), program review reports, new pilot project proposals, pilot project results and CCC 1996-97 year-end reports. (YKH)

ED 414 980 JC 980 055

O'Banion, Terry
Creating More Learning-Centered Community Colleges.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Change Strategies; College Faculty; *Community Colleges; Cooperative Learning; *Educational Change; Educational Development; Educational Improvement; Educational Objectives; Educational Strategies; Faculty College Relationship; *Learner Controlled Instruction; Learning Modules; Learning Strategies; Staff Role; *Student Centered Curriculum; *Student Role; *Teacher Role; Two Year Colleges
IDENTIFIERS- Learner Centered Instruction

Efforts by community colleges to become more learning-centered reflect the reforms taking place in traditional higher education. In addition to making learning the highest priority, American education must continue to overhaul its outdated, traditional framework restricted by time, place, bureaucracy, and limited teacher roles. The ideal model of education, the learning college, should inspire substantive change in individual learners, endow them with responsibility for their education, offer as many learning options as possible, assist in collaborative learning activities, define the roles of learning facilitators by the needs of the learners, and record

Welfare Reform Issue Brief 1.
SPONS. AGENCY- Ford Foundation, New York, NY.; Carnegie Corp. of New York, NY.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Child Development; Child Health; *Child Welfare; Day Care; *Family Income; Family Needs; Family Programs; Federal Aid; Federal Programs; Financial Support; Parenting Skills; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Family Support; Personal Responsibility and Work Opp Recon Act; Temporary Assistance for Needy Families; *Welfare Reform

The issue brief describes the research base for the National Center for Children in Poverty's (NCCP's) framework to assess welfare changes from a children's perspective and points to lessons from current and past welfare-to-work evaluations. Many changes are now implemented in welfare policies due to new legislation titled the Personal Responsibility and Work Opportunity Reconciliation Act. Among the changes in welfare policy, Aid to Families with Dependent Children (AFDC) has been replaced by the Temporary Assistance for Needy Families (TANF), which does not hold a guarantee of income assistance for single mothers with children and which has a 5-year lifetime limit for the recipient. Most changes in policy are driven by adult-focused goals, but it is estimated that most likely TANF policy will continue to be children-focused as it was for AFDC. Welfare reform can help or hurt children by changing (1) the family income, (2) level of parental stress and/or parenting styles, and (3) children's access to basic services. There is little information available to policymakers about the ways to protect children and enhance their growth and development within the welfare reform context. Looking at the implications of past welfare program evaluations it is evident that: (1) family income improved only in states that allowed families to combine cash benefits with earnings; (2) there is little or no information about how welfare reform affected parental stress and parenting styles; and (3) the availability of support for health insurance and child care services affected parents' participation in welfare-to-work efforts. The 5-year limit for receipt of TANF funds means that state and community policymakers and program operators may have very targeted and limited opportunities to assist families receiving cash assistance. A framework that assesses the impact of welfare reform on family income, parental stress, and access to children's services can help clarify the potential trade-offs and policy options involved in formulating and implementing welfare reforms. (AS)

ED 414 999 PS 025 706

Wright, Chris
Winds of Change: Reflections on Community Based Child Development in Nepal. Lessons Learnt No. 6.
PUB DATE- 95
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Development; *Child Development; Child Rearing; Childhood Attitudes; Community Change; *Community

importance of assistive technology and develop the competencies necessary to use assistive technology to promote social and instructional participation of children with disabilities in preschool settings. This manual is a compilation of handouts from the eight training sessions. The handouts are organized into five content areas: (1) assistive technology policy, addressing issues and guidelines for implementing and utilizing assistive technology; (2) adaptive play, including creative switch ideas, play adaptations, and sources for adapted toys; (3) augmentative and alternative communication, focusing on guidelines and techniques for meeting needs of disabled, and assessment; (4) computer use, addressing public domain software, shareware, software evaluation, classroom suggestions, and resources; and (5) funding for classrooms, fundraising, and funding resources. (SD)

ED 415 016   PS 026 111

Romano, Louis G.; Georgiady, Nicholas P.
The Middle School Distinction. Fastback No. 418.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Environment; Educational History; Educational Philosophy; *Educational Planning; Educational Quality; Institutional Characteristics; Intermediate Grades; Junior High Schools; *Middle Schools; Preadolescents; Program Design; Student Needs; Teaching Methods; Team Teaching
IDENTIFIERS- *Middle School Students; Program Characteristics

TStudents who are no longer children but not yet fully adolescent require an appropriate program to meet their specific education needs. The true middle school program can meet these needs. In an effort to provide usable and valuable guidelines for evaluation of existing school programs and for planning new ones, this booklet describes 14 characteristics of a "true middle school" drawn from studies and program evaluations over the past three decades. After an introduction on the history of the middle school, the booklet discusses each characteristic: (1) basic skills: repair and extension; (2) multimedia approaches to instruction; (3) creative exploration and enrichment; (4) independent study; (5) physical activities and intramural sports; (6) continuous progress; (7) flexible scheduling; (8) team teaching; (9) parent-teacher conferences and reporting pupil progress; (10) volunteers; (11) guidance and advisor/advisee programs; (12) student services; (13) attention to social development; and (14) community relations. Contains 19 references. (EV)

ED 415 017   PS 026 113

McCloskey, Donna, Ed.
Till Death Do Us Part? Divorce in Canada = Jusqu'a ce que la mort nous separe? Le divorce au Canada.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- Child Support; Child Welfare; Childhood Attitudes; Coping; Demography; *Divorce; Emotional Response; *Family Problems; Federal Legislation; Foreign Countries; Incidence

Participation; Preschool Children; Preschool Education; Program Effectiveness; School Age Day Care; Student Interests
IDENTIFIERS- Food Selection

This practicum project sought to improve nutrition in a day care program serving children ages 2 through 14 years by increasing staff, student, and parent knowledge about nutrition. The primary goal was to increase knowledge and interest in nutrition and its relation to wellness of students, staff, and parents. The second goal was to provide adequate informative resources incorporating multidimensional approaches and activities in nutrition education. The program emphasized prevention measures by means of promoting healthier eating habits and an interest in exercise. A needs assessment was conducted to identify areas of instruction. Children were exposed to the benefits of a variety of foods, including ethnic foods. Staff training and parent outreach regarding nutrition were conducted to increase involvement. The intervention with the children included activities related to the current Department of Agriculture nutrition recommendations, preparation of healthy foods, students' weight and height statistics, poster contests, films on nutrition, nutrition labels, and general nutrition information related to decreased use of fat, salt, and sugar in children's diets and increased use of fruits, vegetables, milk products, and fiber. Intervention evaluation results found increased student and staff interest in nutrition, and better knowledge of food and its relation to better health. There was a marked improvement in the children's food choices and amount of nutritious food intake. (Three appendices contain the data collection instruments. Contains 47 references.) (Author)

ED 415 034 PS 026 217

Kagan, Jerome, Ed.; Gall, Susan B., Ed.
The Gale Encyclopedia of Childhood and Adolescence.
PUB DATE- 98
NOTE- 752p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Adolescent Development; *Adolescents; Behavior Development; *Child Development; Child Health; Child Welfare; *Children; Cognitive Development; Developmental Psychology; Developmental Stages; Elementary Secondary Education; Emotional Development; Family Environment; Infants; Language Acquisition; Physical Development; Preschool Education; Sexuality; Symptoms (Individual Disorders)

This encyclopedia is a comprehensive reference work addressed to those interested in human development from birth through adolescence, including students of child development, teachers, health care providers, child psychologists, family counselors, education professionals, academics, and parents. Signed entries in the encyclopedia were prepared by some of the leading experts in child development. Survey articles cover the primary stages, key theories, and issues in child development. Name entries profile prominent scholars/theorists in child development, with emphasis on their contributions to the field. Other entries define terms and concepts from the fields of health care, education, and developmental psychology. Also included are entries on consumer products and mass electronic media aimed at children. The majority of entries offer suggestions for further study, and a bibliography provides a comprehensive listing of sources. (HTH)

New York, NY.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activism; *Alaska Natives; American Indian Culture; American Indian Education; American Indian History; American Indian Languages; *American Indians; Conservation (Environment); Cultural Maintenance; Dance; Ethnic Stereotypes; *Females; *Hawaiians; *Leaders; Learning Activities; Oral Tradition; Study Guides; Treaties; Tribal Sovereignty
IDENTIFIERS- *Native Americans

This study guide accompanies a poster series and documentary video about 12 American Indian, Alaska Native, and Native Hawaiian "women of hope." The women vary by age, education, profession, and geographic locale, but they share an unwavering commitment and dedication to their people's struggle to survive and flourish as distinct cultures. The women are Lori Arviso Alvord (Navajo), a surgeon who straddles two cultures; Charlotte A. Black Elk (Lakota), a scholar who supports Lakota traditional stories with Western scientific evidence; Carrie and Mary Dann (Western Shoshone), sisters involved in a 20-year legal battle with the federal Bureau of Land Management; Joy Harjo (Muscogee Creek/Cherokee), poet, musician, and professor; Pualani Kanahele (Hawaiian), teacher and preserver of Hawaiian culture and language; Winona LaDuke (Anishinaabe), Chippewa activist whose work focuses on land rights and environmental issues; Wilma Mankiller (Cherokee), activist and first woman Chief; Muriel Miguel (Kuna/Rappahannock), dancer, actress, and founder of Spiderwoman Theater; Janine Pease-Pretty on Top (Crow), founder and president of Little Big Horn College; Joanne Shenandoah (Oneida), singer and storyteller; Jaune Quick-to-See Smith (Flathead), artist; and Rosita Worl (Tlingit), anthropologist active in cultural preservation. Following biographical profiles of the 12 women, the guide includes reading materials and student activities related to tribal sovereignty, the political role of Haudenosaunee (Iroquois) women, Native women in leadership positions, preservation of Native languages, oral tradition, environmental issues, conservation, music and dance, overcoming negative expectations in school and society, American Indian stereotypes, and creating a "circle of strength" in the classroom. Also included are census facts about Native Americans and a 129-item bibliography. (SV)

ED 415 054 RC 021 317

Luckner, John L.; Nadler, Reldan S.
Processing the Experience: Strategies To Enhance and Generalize Learning. Second Edition.
PUB DATE- 97
NOTE- 457p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; Adolescents; *Adventure Education; Case Studies; Communication Skills; Corporate Education; Disabilities; Educational Principles; *Experiential Learning; Family Programs; Generalization; Group Activities; *Group Dynamics; *Individual Development; Leadership; *Learning Strategies; Metaphors

White Mountain Apache Language: Issues in Language Shift, Textbook Development, and Native Speaker-University Collaboration.
PUB DATE- 97
NOTE- 16p.; In: Teaching Indigenous Languages; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *Apache; *Educational Cooperation; Educational Strategies; Elementary Secondary Education; Higher Education; *Language Maintenance; Linguistics; Native Language Instruction; *Native Speakers; Religious Factors; Second Language Instruction; *Teaching Methods; Textbook Preparation
IDENTIFIERS- *Language Shift; Linguists

This paper is an overview of topics covered at two sessions of the Fourth Annual Stabilizing Indigenous Languages Symposium, from the perspective of a native speaker of an indigenous language and member of a university academic community. The first section describes a Master's thesis on White Mountain Apache (WMA) language shift. Interviews with 60 adults aged 18-91 on the WMA reservation found that Apache was spoken by 88 percent of those aged 30 and over and by only 28 percent of those under 30. Although all respondents respected Apache language and culture, language preservation was being adversely affected by changes in values, particularly those resulting from Protestant missionary teachings against traditional spiritual beliefs and ceremonies. Recommendations are offered for further research on WMA language issues. The second section briefly discusses typical conflicts between American public education and traditional indigenous teachings and suggests the need for parents, communities, tribes, schools, and universities to collaborate for restoration of indigenous languages and cultures in a sustained and mutually supportive relationship. The American Indian Language Development Institute exemplifies such a collaboration. The third section discusses the role of university-based linguists in language renewal, describes the collaboration with a linguist on Western Apache textbook development and shared areas of disagreement on materials development, and points out the advantages of various language teaching methods and strategies. Contains 21 references. (SV)

ED 415 071 RC 021 341

Jacobs, Dolores
Science Explorers Translation Project.
PUB DATE- 97
NOTE- 9p.; In: Teaching Indigenous Languages; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *Bilingual Instructional Materials; Discovery Learning; Institutional Cooperation; Language Maintenance; *Material Development; Navajo; *Navajo (Nation); *Science Education; Secondary Education; Teamwork; *Translation
IDENTIFIERS- *Los Alamos National Laboratory NM

This paper describes a pilot project of Los Alamos National Laboratory (New Mexico) to translate a science education curriculum for junior and senior high school students into get involved at the local level to protect their water quality. The program grew out of the efforts of the Indian Lake Development Corporation in Ohio, a citizens action group made up of residents within the Indian Lake area concerned with improving and protecting Indian Lake. The purpose of MWS is to recruit and instruct a group of volunteers who will work on various water quality and pollution prevention and control projects in their own communities. The Ohio State University Master Gardeners Program was used as a model for the development of the MWS Program. Program materials cover the following topics: (1) "Issues and Ethics" (which includes an overview of the Indian Lake Watershed Project and discussions on water quality, legislation, and citizen roles); (2) "Lakes"; (3) "Streams"; (4) "Monitoring"; (5) "Wetlands"; (6) "Ground Water"; (7) "Agriculture"; and (8) "Yard and Garden." These topics address such issues as habitats, food webs, watershed management, floodplains, and pollutants. A resources section contains a list of resources for additional information, MWS program policies, and various forms to complete to become a Steward. (PVD)

ED 415 089 SE 060 888

Corcoran, Peter Blaze; Tchen, Richard
Nature's Web: Communities and Conservation. National Wildlife Week Educator's Guide, April 20-26, 1997.
PUB DATE- 97
NOTE- 29p.; Two large wall posters not included with ERIC copy.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Responsibility; *Conservation (Environment); *Ecology; Elementary Secondary Education; *Environmental Education; Interdisciplinary Approach; Learning Activities; Lesson Plans; Outdoor Education
IDENTIFIERS- Biological Diversity; Carson (Rachel); Conservationists; Food Webs; *Interconnection; National Wildlife Federation; *Nature; Spiders

This guide contains information and activities designed to be used during National Wildlife Week. These curriculum materials are organized into three stages and offer a coherent progression from learning about natural communities through understanding human communities and human responsibilities for natural communities to offering opportunities for community service by students. Stage One activities will help students understand certain ecological principles related to natural communities. From the scientific principles of interconnectedness, niche, and succession, learners are introduced to ecosystems thinking. The next four activities are grouped into Stage Two and focus on human communities as dependent upon and embedded within natural communities. The curriculum culminates in Stage Three activities which allow learners to realize the potentials of community service for human conservation of natural resources. Some activities encompass all age levels while others are directed toward specific age groups. Each lesson plan lists learning objectives, grade levels, time and materials required, and related school subjects. A glossary, resources list, World Wide Web sites, and a list of organizations are also included. (PVD)

ED 415 090 SE 060 912

Marien, Michael

the meetings of the Project Improvement Team, individual interviews of all members of the Team, and a researcher's journal provided data regarding the process of parent involvement. Parents and teachers seemed to share three successive roles as they worked together on the Project Improvement Team: (1) Providers of Information; (2) Collaborators; and (3) Partners in Implementing and Improving the Science Program. Attitudes toward the process of parent involvement appeared to become more positive as the levels of involvement intensified. This study offered one process for authentically involving parents in program development. Parents and teachers offered different perspectives about the strengths and weaknesses of the curriculum probably because they interacted with the children in different ways. Parents and teachers demonstrated that they could work together to enhance school programs for the benefit of students. (Author/NB)

ED 415 110 SE 061 073

Wolf, Dennie Palmer, Ed.; Balick, Dana, Ed.; Craven, Julie, Ed.
Digging Deep: Teaching Social Studies through the Study of Archaeology.
PUB DATE- 97
NOTE- 156p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Archaeology; Cross Cultural Studies; Elementary Secondary Education; *Integrated Activities; *Interdisciplinary Approach; Learning Activities; Science Instruction; *Social Studies; Teaching Methods

This book outlines how to combine the skills of archaeology with the exploration of social studies in the classroom and illustrates how a network of teachers transformed their social studies courses into dynamic, multicultural inquiries using the tools and questions of archaeology. It explains how middle school social studies teachers tamed their centuries-long, civilizations-packed courses in world history and culture using an integrated social studies and archeology program. After a foreword by Dennie Palmer Wolf, the book contains: "Introduction: Archaeology and Cultural Exploration" (William A. Saturno and Dennie Palmer Wolf); "Prologue to Chapter 1: The Eagle and the Tortoise: A Colleague's Tale" (Nick Bartel); and the followong chapters: (1) "You Are Here: A Cultural Exploration of the Maya and Seventh Graders: (Marg Costello) and "Response from a Colleague: Creating a Culture of Respect" (Bill Fulton); (2) "We Knew Where We Wanted to Go and We Think We May Have Arrived" (Phyllis McDonough Rado and Victoria Rodriguez Garvey) and "Response from a Colleague" (Virginia Vogel Zanger); (3) "Like a Puzzle" (Tammy Swales Metzler); and "Response from a Colleague: Closing the Gap by Beginning at the End" (Chris Hargrave); and (4) "More of a Questioning Spirit: Unearthing Ancient Creece: (Miriam Nason and Shannon Thomas) and "Response from a Colleague" (Dennie Palmer Wolf). The book concludes with an epilogue, "But I don't Teach the Maya...," by Julie Craven. Contains an appended "Maya Adult Bibliography" and a list of contributors. (ASK)

ED 415 111 SE 061 075

Henriques, Laura
Maximizing the Impact of Your Inservice: Designing the Inservice

disciplines, but they can be used to validate local curriculum decisions and to assure that the international dimension receives attention. The three areas focused on include: (1) "Global Issues, Problems, and Challenges"; (2) "Culture and World Areas"; and (3) "The United States and the World: Global Connections." Within each area or theme the authors provide the rationale for studying the theme; "knowledge objectives," indicating what students should know and understand about the theme, a list of "skills objectives," that students need in order to understand the issues encompassed by the theme, and "participation objectives," that indicate what actions students should be able to take in relation to the challenges addressed by the themes. (EH)

ED 415 132   SO 027 429

Crossley, Michael, Ed.; Vulliamy, Graham, Ed.
Qualitative Educational Research in Developing Countries: Current Perspectives. Reference Books in International Education, Volume 35. Garland Reference Library of Social Science, Volume 927.
PUB DATE- 97
NOTE- 309p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; Comparative Education; *Developing Nations; Educational Anthropology; Ethnography; Evaluation Methods; Field Studies; Foreign Countries; Global Education; Higher Education; *Qualitative Research; Research Methodology; Social Science Research

This book contains 11 essays that offer in-depth accounts of qualitative research in developing countries. Each chapter focuses upon a specific method and considers related theoretical and practical issues with reference to recent experiences in selected developing countries. Key issues addressed include: (1) the identification of appropriate research questions; (2) research ethics; (3) practitioner research; (4) case study evaluation; and (5) North-South collaboration and the potential of qualitative research for policy making and theory. Contained in the book are the following chapters: (1) "Qualitative Research in Developing Countries: Issues and Experience" (Michael Crossley; Graham Vuillamy); (2) "Integrating Paradigms in Educational Research: Issues of Quantity and Quality in Poor Countries" (Rosemary Preston); (3) "Qualitative Research and Educational Policy-Making: Approaching the Reality in Developing Countries" (Cheng Kai-ming); (4) "The Importance of Fieldwork: Anthropology and Education in Papua New Guinea" (Wayne Fife); (5) "Using Documents for Qualitative Educational Research in Africa" (Clive Harber); (6) "Interviews and the Study of School Management: An International Perspective" (Lynn Davies); (7) "Improving Our Practice: Collaborative Classroom Action Research in Lesotho" (Janet Stuart; Mahlape Morojele; Pulane Lefoka); (8) "Dilemmas of Insider Research in a Small-Country Setting: Tertiary Education in St. Lucia" (Pearlette Louisy); (9) "Planning for Case-Study Evaluation in Belize, Central America" (Michael Crossley; J. Alexander Bennett); (10) "Implementing Qualitative Research in Pakistan: International Teamwork" (R. L. Smith); and (11) "North-South Collaboration in Educational Research: Reflections on Indian Experience" (Archana Choksi; Caroline Dyer). (EH)

ED 415 133   SO 027 595

NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Evaluation Criteria; *Performance Based Assessment; Performance Factors; *Social Sciences; Social Studies; Standards; *Student Evaluation
IDENTIFIERS- *Alternative Assessment; *Illinois

This publication is designed to help Illinois social science teachers assess their students' learning using a variety of methods. The guide includes a rubric for scoring site-based alternative assessment activities, a rationale for the rubric, and sample activities to differentiate students' knowledge, reasoning, and communication skills. The guide provides a basis for teachers to develop their own assessment programs and adapt the rubric and activities to fit individual needs. The volume provides 37 lessons in the social sciences to demonstrate how the rubric can be applied and concludes with samples of student work to demonstrate the various levels of achievement. (EH)

ED 415 157 SO 028 119

Charney, Ruth Sidney
Habits of Goodness. Case Studies in the Social Curriculum: With Case Studies by Six Elementary School Teachers.
PUB DATE- 97
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Caregivers; *Case Studies; *Citizenship; *Citizenship Responsibility; Conflict Resolution; Democracy; *Educational Philosophy; Elementary Education; Helping Relationship; Qualitative Research

Expanding on Ruth Sidney Charney's ideas in "Teaching Children to Care," this book addresses the question of adding a caring dimension to classroom practice. The book draws on case studies from six elementary classroom teachers as they incorporate some aspect of a caring curriculum to their students. The book is divided into three parts with the case studies portion authored by practicing teachers. Part 1, "The Case Study Process and the Social Curriculum," includes: (1) "Dignifying the Struggle: Teachers as Problem Solvers"; and (2) "Social Curriculum: Shared Assumptions." Part 2, "The Case Studies," contains: (1) "Ritual and Real: Developing Language in a Kindergarten Classroom" (Eileen Mariani); (2) "Getting Underneath: Caring and Sharing Among Fives and Sixes" (Arona McNeill-Vann); (3) "Letting the Spill Grow: Conflict Resolution in a First Grade" (Linda Mathews); (4) "Outer Structures/Inner Supports: Teaching Respect to Fourth and Fifth Graders" (Cathy Jacques); (5) "How Are You Going to Unbore Yourself? Active Learning in the Fifth Grade" (Colette Kaplan); and (6) "Moving the Teacher's Desk: Democracy in a Fifth/Sixth Grade" (Dorothy McCaffrey). Part 3, "Common Insights and Problems," offers: (1) "Common Insights"; (2) "Common Problems"; and (3) "Reflective Practice: A Conclusion of Sorts." An appendix contains a case study outline for teacher use, notes, and 27 references. (EH)

ED 415 158 SO 028 120

collaborative, and process is more important than content; (2) they want to discard what they see as outdated teaching and classroom management techniques that the public considers good schooling; (3) their vision of public education is fundamentally different from that of public school teachers, students, and the public; they tend to downplay discipline, basic skills, and good behavior; (4) they are not sure they have adequately prepared preservice teachers to succeed in real classrooms, most feel detached from today's schools; (5) they support a core curriculum and higher academic standards but resist requiring basic skills testing; (6) they consider public education an almost sacred democratic institution that is under siege and unfairly blamed for problems not of its making. Teacher educators also believe that their own programs are unfairly blamed and unappreciated. A response to these findings: "Afterword: Inspired, But Poorly Armed" by Deborah Wadsworth is included. The report concludes with seven tables that present the questionnaire items and results. (SM)

ED 415 181 SP 037 687

London, Bill, Ed.
The Role of Information Officers in Schools of Education.
PUB DATE- 97
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Administrator Attitudes; College Administration; *Deans; Higher Education; Preservice Teacher Education; *Public Relations; School Community Relationship; *Schools of Education; Small Colleges
IDENTIFIERS- Communications Occupations; *Public Information Officers

This monograph contains eight paper that explore the role and value of information officers, focusing on: (1) results of a nationwide survey of educational institutions that examined the percentage of SCDE's represented by public information officers and the type of representation offered; (2) deans' perspectives on the usefulness of information officers; (3) information officers' roles in different institutional levels; (4) information officers' roles during times of crisis or fundraising; and (5) special challenges faced by SCDE's in smaller institutions. The titles of the papers are: "Information Officers: Who Needs Them?" (Bill London); "Surveying the Deans: What's Happening Today?" (Dorothy A. Witter); "In Their Own Words: The Deans' Perspective on Information Officers in Schools of Education" (Robert A. Cobb, Jane Close Conoley, Gary R. Galluzzo, Sylvester Kohut, Jr., Roderick J. McDavis, Bernard Oliver, Rodney Reed, Jerry Robbins, and John Taylor); "The Role of the Information Officer in Building Internal Support" (Ken McConnellogue); "Within the University: Gaining Respect in Your Own Backyard" (Kay M. Hyatt); "Taking Messages to External Audiences" (Leanne South and Phillip West); "In Fund-raising and Crisis Campaigns: When Deans Really Need Information Officers" (Bill London); and "Sigh, No Silver: A Memo from the Lone Information Officer" (Kathryn O'Dell-Thompson). An appendix presents a sample deans' survey. (SM)

ED 415 182 SP 037 688

Russell, M. Thomas
Beating Boredom, Creating Interest. Fastback 419.

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Appreciation; Communication Skills; Critical Thinking; *Dance Education; Educational Quality; Elementary Secondary Education; *Movement Education; Program Development; Public Education; State Boards of Education; *State Standards; *Student Educational Objectives; Thinking Skills
IDENTIFIERS- *Wisconsin

Wisconsin's Department of Public Instruction, in collaboration with Wisconsin citizens, developed academic standards in 12 curricular areas. The dance education standards go beyond emphasizing mastery of individual student areas--they weave five essential characteristics of literate individuals throughout: application of the basics, ability to think, skill in communication, production of quality work, and connections with community. The 10 focus areas for dance education standards are: (1) understanding and demonstrating movement elements and skills in dance; (2) using the body as the instrument of expression and using movement to develop kinesthetic awareness; (3) improvising using movement elements, themes, personal experience, and imagination; (4) creating movement compositions based on choreographic principles, processes, and forms; (5) developing critical and creative thinking through dance experience; (6) understanding the expressive power of dance as a communication form; (7) appreciating dance as an art form; (8) building bridges to other disciplines and cultures; (9) making connections between dance and healthful living; and (10) expanding dance horizons via technology. In each area, content and performance standards are detailed for grades 4, 8, and 12. (SM)

ED 415 200 SP 037 707

Wisconsin's Model Academic Standards for Physical Education.
PUB DATE- 97
NOTE- 22p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Skills; *Comprehensive School Health Education; Critical Thinking; *Educational Quality; Elementary Secondary Education; Health Promotion; *Physical Education; Problem Solving; Program Development; Public Education; State Boards of Education; *State Standards; *Student Educational Objectives
IDENTIFIERS- *Wisconsin

Wisconsin's Department of Public Instruction, in collaboration with Wisconsin citizens, developed academic standards in 12 curricular areas. The physical education standards go beyond emphasizing mastery of individual student areas--they weave five essential characteristics of literate individuals throughout: application of the basics, ability to think, skill in communication, production of quality work, and connections with community. The seven focus areas for physical education standards are: (1) exhibiting a physically active lifestyle; (2) demonstrating competency in many forms of movement and proficiency in some; (3) applying concepts and principles of movement to the learning and development of physical skills; (4) understanding that physical activity provides opportunities for enjoyment, challenge, self-expression, and social were often frustrated over lack of parental concern and their inability to communicate in the most effective ways with parents. They voiced a need for more courses in classroom management and discipline, because their preservice training had not prepared them for the vast demands of teaching and the specific jobs required in specific schools. (SM)

ED 415 219   SP 037 728

Thomerson, J. D.
Applied Educational Computing: Putting Skills to Practice.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Literacy; *Computer Science Education; Computer Software; *Computer Uses in Education; Curriculum Development; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Student Teachers
IDENTIFIERS- *Valdosta State University GA

The College of Education at Valdosta State University (Georgia) developed a followup course to their required entry-level educational computing course. The introductory course covers word processing, spreadsheet, database, presentation, Internet, electronic mail, and operating system software and basic computer concepts. Students expressed a need for a followup intermediate-level course covering a wide range of software and topics appropriate for all education majors. The new course, Applied Educational Computing, allows students to be creative and complete practical, instructional-based projects in their own subject areas. The course teaches skills that students need to create programs and publications; create mailing labels and form letters; use spreadsheets; use database packages; use presentation software; and use the Internet for specific tasks. The course also teaches students about purchasing and evaluating computer hardware and software and detecting and repairing malfunctions. The course meets twice weekly for 10 weeks. Student projects require them to be creative and generate practical, instructional-based materials suitable for use in their own subject area. Results from the first three courses have shown that students are highly motivated, and they are very positive on course evaluations. Two appendixes describe applied educational computing projects. (SM)

ED 415 220   SP 037 730

Boud, David, Ed.; Feletti, Grahame I., Ed.
The Challenge of Problem-Based Learning. 2nd Edition.
PUB DATE- 97
NOTE- 344p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Administration; Architecture; Business; Curriculum Development; Elementary Secondary Education; Faculty Development; Foreign Countries; Higher Education; Learning Strategies; Legal Education (Professions); Medical Education; Nontraditional Students; Nursing Education; Optometry; *Problem Solving; Program Evaluation; Social Work; Student Evaluation; Teaching Methods
IDENTIFIERS- Mechanical Engineering; *Problem Based Learning; Self Awareness

Assessment System (chapters 12 through 16); and (4) the Kentucky Instructional Results Information System (chapters 17 through 21). Collectively these systems focus on addressing major weaknesses of their predecessors, namely insufficient attention to context (Oregon and Dallas), unreliability of the measurement of teacher or school effectiveness (Tennessee), and measures of student achievement educationally compatible with contemporary views of schooling (Oregon and Kentucky). Each of these sections opens with a brief account of the system, typically written from the perspective of a stakeholder. Individuals involved in developing the system then describe it as it has evolved. The system is then reviewed by two outside reviewers, and a rejoinder from those involved in implementation concludes each section. Chapters 22 through 24 offer some generalizations about the evaluation approaches and present different perspectives on the viability and validity of making teachers and schools accountable by assessing their students' achievements. References follow each chapter. (Contains 19 tables and 1 figure.) (SLD)

ED 415 236 TM 027 767

Danielson, Charlotte; Abrutyn, Leslye
An Introduction to Using Portfolios in the Classroom.
PUB DATE- 97
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Assessment; Educational Practices; Elementary Secondary Education; Evaluation Methods; *Instructional Effectiveness; *Performance Based Assessment; *Portfolio Assessment; Portfolios (Background Materials); *Self Evaluation (Individuals); Student Evaluation; *Test Construction
IDENTIFIERS- High Stakes Tests

This guide is a useful resource for educators who would like to begin using portfolios in the classroom. The three major types of portfolios are working portfolios (collections of work in progress), display portfolios (also called showcase or best works), and assessment portfolios. These types are distinct in theory, but tend to overlap in practice. Once the purpose of the portfolio has been determined, the steps in the portfolio development process are: (1) collection; (2) selection; (3) reflection; and (4) projection. Projection, in the portfolio process, means looking ahead and setting goals for the future. Portfolios are best used in the classroom when they are used as a stimulus for students to produce imaginative and creative work, and when students are encouraged to analyze their own progress and to produce answers to open-ended questions. There are many logistical challenges to the use of portfolios, and it is essential not to undermine their instructional benefits by using them prematurely for high-stakes assessment. Many of the assessment tasks of portfolios can be achieved through well-designed performance tasks. It is the collection and reflection aspects of portfolios that make them such a valuable assessment tool. Some practical suggestions are offered for portfolio management. (Contains 8 figures and 58 references.) (SLD)

ED 415 237 TM 027 839

Schulz, E. Matthew; Kolen, Michael J.; Nicewander, W. Alan

Studies on the effect of computer-assisted learning, the relationship of computers and children's writing, and assessment methods for traditional and electronic writing environments were reviewed. Computer platforms of word processing, interactive multimedia and hypermedia were juxtaposed with inherent problems of assessing these newly popular and proliferating writing curriculum environments. Potential obstacles, possible solutions, and new concerns for evaluating students' electronically published writings were addressed to illuminate available directions to the dilemma of teacher assessment of electronically created writings. (Contains 3 figures and 62 references.) (Author/SLD)

ED 415 256 TM 027 938

Figueiredo, Eliane L.; Sisto, Fermino F.
Opening of Schemes and the Expression of Knowledge Structures in the Construction of Novelty: A Developmental Study of Brazilian and American Children.
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (26th, Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Comparative Analysis; *Creative Thinking; Creativity; Criteria; Cross Cultural Studies; *Cultural Differences; Elementary Education; *Elementary School Students; Foreign Countries; International Education; *Knowledge Level; Preschool Children; Preschool Education; *Problem Solving; Schemata (Cognition); Thinking Skills
IDENTIFIERS- *Brazil; Knowledge Acquisition; *United States

The evolution of creative thought was examined, an examination that resulted in the construction of universal criteria for analysis and detailed evidence for the evolution of novelty, i.e. how children create knowledge. The collected data came from 200 students from the United States and 200 from Brazil. Each of the 10 age groups (from 4 to 13 years old) consisted of 40 subjects. Students, who were selected based on their involvement in a problem-solving musical activity that led them to the construction of a story, were studied individually in sessions that lasted no longer than 45 minutes per child. Deductive analysis of the interviews showed how various observable responses were interwoven. Cuts were made based on the descriptions of movements noticed, and these cuts resulted in three possible distinct levels or phases, defined as Initial (Level 1), Intermediate or Transitional (Level 2), and Final (Level 3). From this phase analysis, the characteristics that defined creative functioning were identified. In both cultures there were fundamental mechanisms that led to the production of novel ideas in the logical problem-solving process. Creativity was studied concretely, and defined as the evolution of creative thought itself. This evolution provided evidence for equilibrium occurring in the problem-solving process. Phase criteria were universal and independent of cultural interference, and results show that the subjects' behavior is not structured by the environment, but by the subjects themselves. (Contains 15 references.) (SLD)

ED 415 257 TM 027 939

Smith, James; Sullivan, Monty

the classroom. Attachments contain the course description and the analysis of covariance report.(Contains 26 references.) (Author/SLD)

ED 415 275   TM 028 004

Ralph, John; Crouse, James
Reading and Mathematics Achievement: Growth in High School. Issue Brief.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Gains; *Age Differences; Black Students; *Ethnic Groups; Grade 12; Grade 8; *High School Students; High Schools; Hispanic Americans; *Mathematics Achievement; Minority Groups; *Reading Achievement; White Students
IDENTIFIERS- Nation at Risk (A)

The 1983 report, "A Nation at Risk," left education researchers with the important question of how much student achievement, for youth who stay in school, grows during different stages of schooling. Data are available to answer this question for high school students, and the same data source, the National Education Longitudinal Study of 1988 (NELS:88), makes it possible to examine differences in achievement for Blacks, Whites, and Hispanic Americans. Data from the NELS:88 for students near the end of 8th and 12th grades make it apparent that very modest gains in achievement occur over the high school years compared to the range of achievement existing near the end of grade 8. Whites students score higher than Blacks and Hispanics at the end of eighth grade, and these differences do not increase substantially over the next 4 years. All of the significant differences in reading and mathematics achievement between White, Black, and Hispanic students at the end of 12th grade reflect differences that already existed before they entered high school. Both reading and mathematics achievement do increase from grade 8 to grade 12, with most of the increase occurring before grade 10. These changes are overall changes in the achievement distributions at each grade, and not the achievement gains of groups, such as Blacks and Hispanics compared to Whites. Achievement of 12th graders as a group is not dissimilar to that of 8th graders as a group. In addition, data indicate that the high school years do not contribute significantly to racial and ethnic differences in reading and mathematics achievement. (Contains five tables and three references.) (SLD)

ED 415 276   TM 028 005

Barton, Paul E.
Toward Inequality: Disturbing Trends in Higher Education.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Access to Education; *College Graduates; Dropouts; Economic Factors; *Educational Attainment; *Equal Education; High School Graduates; *Higher Education; Labor Market; Low Income Groups; Resource Allocation; Standards; Student Costs; Urban Youth

This brief report addresses two issues. One is the stagnation in that the most vulnerable youth were the least likely to participate in organized activities, and current membership in a youth group was not associated of itself with a reduction in risk. Attending a youth club, however, meant less time spent on the street which in turn could indirectly reduce risk. In most areas there was extensive and varied provision for young people, but it was difficult to determine the extent of programming and the extent of use. Suggestions, many centering on financial support, are made for meeting the needs of youth programs in Scotland. Four appendixes contain questionnaires, a youth service group involvement grid, and a schedule of youth work providers. (Contains 14 figures, 31 tables, and 92 references.) (SLD)

ED 415 293 UD 032 071

Valladao, Lisa Darlington
The Educational Status of Hispanics in Nebraska: A Statistical Profile. Volume 1.
SPONS. AGENCY- Nebraska Mexican American Commission, Lincoln.
PUB DATE- 92
NOTE- 101p.; For Volume 2, see UD 032 072.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Attainment; Educational Status Comparison; Elementary Secondary Education; *Enrollment; Higher Education; *Hispanic Americans; Preschool Education; Profiles; Public Schools; Racial Composition; School Statistics; Socioeconomic Status; *State Programs; Tables (Data); Urban Schools
IDENTIFIERS- *Nebraska

This report begins with a profile of selected aggregate data on Hispanic population trends from 1980 to 1990 derived from federal census and state vital statistics reports. The remainder of the report profiles available aggregate data on educational participation and attainment during roughly the same period of time from a variety of sources. The report is divided into five major sections: (1) profile of the Hispanic population in Nebraska; (2) profile of Hispanics in preschool, elementary, and secondary education; (3) profile of Hispanics in postsecondary education; (4) data appendixes; and (5) summary of sources. Ten of Nebraska's public school districts have been chosen to illustrate elementary and secondary trends. In 1990-91, the Scottsbluff public schools had a Hispanic enrollment of 25.1%, while the Lincoln public schools had the smallest Hispanic enrollment of the profiled districts, at 1.7%. Overall, Hispanics constituted 2.3% of Nebraska's 1990 population, and they comprised at least 5% of the population of 5 counties. Hispanic student enrollment increased 35.8% from 1980-81 to 1990-91; Hispanic students reached 2.6% of total student enrollment in 1990-91. Hispanic dropouts, however, accounted for 5.5% of total dropouts statewide. Less than 1% of the state's teachers were Hispanic. The number of Hispanic students in postsecondary education increased over the period from 1986-87 to 1991-92 to a high of 1,596 students, 1.4% of the student enrollment in the state's postsecondary institutions. Appendixes contain nine tables of data. (Contains 44 figures, 26 tables, and 28 references.) (SLD)

ED 415 294 UD 032 072

The Educational Status of Hispanics/Latinos in Nebraska: A

Title VI Regulation of Higher Education, 1968-1988: Implications for Increased Minority Participation" (John B. Williams); (12) "Black Participation and Performance in Science, Mathematics, and Technical Education" (Willie Pearson, Jr.); (13) "The Social Studies, Ethnic Diversity, and Social Change" (James A. Banks); (14) "Abating the Shortage of Black Teachers" (Antoine M. Garibaldi); (15) "The Field and Function of Black Studies" (James B. Stewart); (16) "The Role of the University in Racial Violence on Campus" (Wornie L. Reed); and (17) "Summary and Recommendations" (Charles V. Willie). An appendix lists project study group members and contributors. Each chapter contains references. (SLD)

ED 415 312 UD 032 092

Reed, Wornie L., Ed.
Assessment of the Status of African-Americans. Volume IV: Social, Political and Economic Issues in Black America.
PUB DATE- 90
NOTE- 161p.; For Volumes I through VI, see UD 032 089-094.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Community; *Blacks; *Economic Factors; *Equal Opportunities (Jobs); Ideology; *Politics; Social Change; *Socioeconomic Status
IDENTIFIERS- *African Americans; National Research Council

In 1987 a project was undertaken to assess the status of African Americans in the United States in the topical areas to be addressed by the National Research Council's Study Committee on the Status of Black Americans: education, employment, income and occupations, political participation and the administration of justice, social and cultural change, health status and medical care, and the family. Six volumes resulted from this study. This, the fourth, considers social, political, and economic issues for black Americans. These issues are discussed in the following essays: (1) "Stratification and Subordination: Change and Continuity" (E. Yvonne Moss and Wornie L. Reed); (2) "Race and Inequality in the Managerial Age" (William Darity, Jr.); (3) "Black Political Participation: The Search for Power" (E. Yvonne Moss); and (4) "The Search for Voice: Ideology and Perspective in the Black Community" (Philip L. Clay). An appendix lists the members of the project study group and other contributors. Each chapter contains references. (SLD)

ED 415 313 UD 032 093

Reed, Wornie L.; Darity, William, Sr.; Roman, Stanford; Baquet, Claudia; Roberson, Norma L.
Assessment of the Status of African-Americans. Volume V: Health and Medical Care of African-Americans.
PUB DATE- 92
NOTE- 189p.; For Volumes I through VI, see UD 032 089-094.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blacks; Demography; *Health Conditions; *Medical Services; *Racial Differences; Racial Discrimination; *Social Change; *Socioeconomic Status; Urban Youth
IDENTIFIERS- *African Americans; National Research Council

In 1987 a project was undertaken to assess the status of African Americans in the United States in the topical areas to be

Dallas, Houston, and San Antonio. A variety of services were made available through SoF funding and programming. The report, part of a series highlighting a key program at each of the sites, describes the development and operation of the Hogg Middle School health clinic, the first such facility in Houston on a middle school campus. The many steps that were taken in establishing the clinic, the many agencies and people involved, and the daily operation of the clinic are described. The clinic grew out of the recognition that there is a causal connection between education and health. The school principal, leaders of community agencies, particularly the Community Partners agency of the Urban Affairs Corporation, the school district, and the SoF coordinator came together to establish the clinic in a portable building on the school grounds. Treatment of minor illnesses and injuries, immunizations and other preventive medicine, and counseling and health education services are all provided. After less than 2 years, the clinic has become an accepted and welcomed service of the middle school, providing an example of the sorts of services SoF can provide. (SLD)

ED 415 331 UD 032 113

Iscoe, Louise
A Blueprint for School-Based Services. School of the Future: Dallas.
PUB DATE- 97
NOTE- 32p.; For related documents, see UD 032 108-115.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Agency Cooperation; *Ancillary School Services; Community Involvement; Counseling; *Delivery Systems; Elementary Education; Elementary Schools; Financial Support; *Integrated Services; Job Training; Junior High Schools; Middle Schools; Minority Groups; Preschool Education; Program Evaluation; Program Implementation; *Urban Schools
IDENTIFIERS- *Dallas Independent School District TX; Hogg Foundation for Mental Health TX; School Based Services; *School of the Future (Hogg Foundation); Shopping Centers; Texas (Dallas)

The Hogg Foundation for Mental Health created the School of the Future (SoF) project to enable selected Texas schools to coordinate and implement school-based social and health services on their campuses and to demonstrate the effectiveness of this method of service delivery by evaluating the project. At each of four urban sites consisting of a middle school and one or two feeder elementary schools, SoF worked to bring school-based services to the students and their families. This booklet describes the SoF project in a low-income minority area of southern Dallas. In Dallas, SoF had a unique base for providing services--a former shopping mall that was transformed into a youth and family center that houses two schools and a variety of health and human services. The booklet tells how services were selected for the center, contracts were negotiated, and renovations made. As the 5 years of funding by the Hogg Foundation wound down, it was apparent that the center would continue, supported by the Dallas Independent School District and renamed the School of the Future Youth and Family Center. By fall 1994 a wide range of services had come together at the center, including adult basic education, family counseling and outreach, Head Start and Even Start, a health clinic, a job training facility, and several health and disability assessment centers. Agencies were eager to move into

Distance Learning; (3) Alternative Delivery Systems for Distance Learning; and (4) Administrative Issues for the Distance Instructor. The following papers are presented: "Issues and Trends To Take Us into the Twenty-First Century" (George P. Connick); "Competence in Teaching at a Distance" (Thomas E. Cyrs); "Interactivity: From Agents to Outcomes" (Ellen D. Wagner); "Visual Thinking: Let Them See What You Are Saying" (Thomas E. Cyrs); "Student-Centered Instruction for the Design of Telecourses" (M. Winston Egan, Gordon S. Gibb); "Learner Development: Beyond the Technology" (Darcy Walsh Hardy, Mary H. Boaz); "Teaching by Television" (Virginia A. Ostendorf); "Teaching by Telephone" (Christine H. Olgren); "The Internet: A Learning Environment" (Rory McGreal); "Networked Learning Environments" (Alan G. Chute, Pamela K. Sayers, Richard P. Gardner); "Evaluating Teaching and Learning at a Distance" (Michael R. Simonson); "Copyright: Opportunities and Restrictions for the Teleinstructor" (Janis H. Bruwelheide); "Distance Learning and the Digital Library: Transforming the Library into an Information Center" (Roberta L. Derlin, Edward Erazo); and "Managing Information Resources and Services in a Distance Environment" (Robert S. Tolsma). (AEF)

ED 414 887 IR 018 662

Ivers, Karen S.; Barron, Ann E.
Multimedia Projects in Education: Designing, Producing, and Assessing.
PUB DATE- 98
NOTE- 201p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Authoring Aids (Programming); *Computer Assisted Instruction; Educational Technology; Elementary Secondary Education; Higher Education; *Instructional Design; Instructional Materials; Learning Activities; Lesson Plans; Models; Multimedia Instruction; *Multimedia Materials; Program Implementation; Student Projects; Teaching Methods
IDENTIFIERS- Multimedia Technology

A practical step-by-step approach to teaching multimedia skills is offered in this book. A model called "Decide, Design, Develop, and Evaluate" (DDDE) is presented which can be used as a template for designing, producing, and assessing multimedia projects in the classroom. The books covers all issues an educator is likely to face with multimedia projects. Describing each phase of the DDDE model--from planning, classroom management, and computer scheduling options to assessment strategies and techniques, to the review of flowcharts, storyboards, and design issues. They also define the various media components that are available for multimedia projects and detail the basics of three development tools--HyperStudio, HTML, and PowerPoint. Activity chapters contain project ideas for authoring tools, Web pages, and presentation tools. Each begins with a scenario that illustrates the implementation of multimedia projects in an educational setting. The projects focus on several content areas and levels of research for a variety of grade levels. Detailed graphics, charts, and tables illustrate the text and blackline masters can be copied for educational purposes. Emphasis is on the management and development of multimedia projects and student learning outcomes. Useful for classroom instruction and in-service workshops, this book is also appropriate for educational

*Partnerships in Education; Shared Resources and Services; *Social Influences; Users (Information)
IDENTIFIERS- Education Libraries; *United States Education Information Network

Linking information to education users goes beyond information organization issues, such as abstracting, indexing, and information filters. It is a social issue as well. This paper focuses upon the social dimensions of education information, as expressed in partnerships needed for the United States Educational Information Network's (USEIN) start-up planning, organization, and diffusion. The paper initially focuses on a consideration of education information and its users. The literature on collaboration and partnership is reviewed for the purpose of looking at successful collaboration factors applicable to an information network of education resources. A generic listing of "Best Practices" is provided, using factors derived from case studies of collaborative ventures. A visualization of USEIN as an umbrella networked information system depicting relationships with its stakeholders concludes the paper. (Contains 37 references.) (Author/SWC)

ED 414 906 IR 055 957

McGregor, Joy
Student Research: Productive or Counterproductive?
PUB DATE- 96
NOTE- 9p.; Paper presented to the International Association of School Librarianship Conference (July-August, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assignments; Foreign Countries; Grade 11; High School Students; High Schools; Information Seeking; Librarian Teacher Cooperation; *Library Instruction; Student Projects; *Student Research; Teaching Methods; Writing (Composition)
IDENTIFIERS- Canada; United States

This paper describes two studies conducted with high school students doing library research and writing research papers, with the objective of examining the effectiveness of this type of assignment. The students were all in grade 11, the first group in Canada, the second in the United States. Students were observed in the classroom before they received their research paper assignments, in the library while searching for information, and while they wrote their papers. Formal and informal interviews were conducted, and their notes, rough and final drafts and original sources were examined. Both productive and counterproductive elements of the assignments were identified. The teacher's guidance throughout the process was appreciated by most students; students liked having the process broken down into manageable steps, which they found less intimidating than being given the whole task to do on their own. The teacher brought some of the needed reference books into the classroom and drew a map of the library to help students find materials. Examples provided in handouts made writing a thesis statement and an outline easy. Suggesting that students did not have to write their rough draft in order also seemed to help. The first study revealed a great deal of plagiarism. Students objected to: copying directly from sources onto note cards; rewriting of their thesis statements by the teacher, for those who were struggling; and the unavailability of computer lab time for word processing. Another counterproductive behavior come from an incomplete mental mode of the potential role of a school librarian. This study searches, and supporting materials are then outlined. The paper concludes that when all academic publication is electronic: (1) publications will have much more general forms; (2) new filtering and refereeing mechanisms will be used; and (3) archiving and standardization will remain a problem. A model for electronic publishing is also presented. (Contains 12 references.) (AEF)

ED 414 924 IR 056 782

Guthrie, Kevin M.
JSTOR: The Development of a Cost-Driven, Value-Based Pricing Model.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Cost Effectiveness; *Costs; *Electronic Journals; Higher Education; *Information Storage; Library Technical Processes; Models; *Scholarly Journals; Strategic Planning
IDENTIFIERS- Electronic Resources

JSTOR (Journal STORage project) began as a project of The Andrew W. Mellon Foundation designed to help libraries address growing persistent space problems. JSTOR was established as an independent not-for-profit organization with its own Board of Trustees in August 1995. This paper summarizes how JSTOR's economic model was developed, lessons learned along the way, and future challenges. In developing a plan for cost recovery, JSTOR's first step was to define "the product." For nonprofit organizations like JSTOR, a key guidepost for choosing an appropriate display format is the organization's mission; having a clear understanding allows for flexibility in a rapidly evolving environment. Once the basic parameters of what would be offered were framed, the question of economic viability needed to be addressed. JSTOR learned that costs fell into basically six categories: production; conversion; storage and access; software development; user support; and administration and oversight. For the most part, production and conversion are one-time (capital) expenditures; the costs in the other categories are incurred regardless of whether new journals are added to the database and are thus a reflection of the ongoing (operating) costs of the enterprise. In JSTOR's case, to define a pricing plan, the benefits to participants of providing a new and more convenient level of access to scholarly material were evaluated; cost savings of allowing participants of JSTOR to free expensive shelf space were also calculated. Once JSTOR had decided to offer a range of price levels, an objective classification method was chosen to place institutions in different price categories. The positive reaction of the library community to JSTOR has raised expectations and created new challenges to be addressed in the future. (AEF)

ED 414 925 IR 056 783

Hunter, Karen
The Effect of Price: Early Observations.
PUB DATE- 97

Partnerships--"Repositioning Campus Information Units for the Era of Digital Libraries" (Richard M. Dougherty and Lisa McClure), "Planning Information Systems at the University of Albany: False Starts, Promising Collaborations, Evolving Opportunities (Meredith A. Butler and Stephen E. DeLong), and "Two Cultures: A Social History of the Distributed Library Initiative at MIT" (Nina Davis-Millis and Thomas Owens); (4) Redeveloping State and Regional Consortia--"Farewell to All That...Transforming Collection Development to Fit the Virtual Library Context: The OhioLINK Experience" (David F. Kohl), "Facing Change and Challenge through Collaborative Action: The CIC Libraries' Experience" (Barbara McFadden Allen and William A. Gosling), "Shaping Consensus: Structured Cooperation in the Network of Alabama Academic Libraries" (Sue O. Medina and William C. Highfill), and "Directed Technological Change in the Florida Community College System" (Derrie B. Roark); (5) Case Studies of the Single-Organization Experience--"Restructuring the University of Vermont Libraries: Challenges, Opportunities, and Change" (Rebecca R. Martin), "Rethinking Public Services at Harvard College Library: A Case Study of Coordinated Decentralization" (Caroline M. Kent), "Adapting Organizational Structures in Technical Services to New Technologies: A Case Study of the University of Nebraska-Lincoln Libraries" (Joan Giesecke and Katherine Walter), "Benchmarking and Restructuring at Penn State Libraries" (Gloriana St. Clair), "Restructuring Liberal Arts College Libraries: Seven Organizational Strategies" (Peggy Seiden), and "Caught in the Crossfire: Organizational Change and Career Displacement in the University of California Libraries" (Rita A. Scherrei); and (6) Restructuring Library-University Relationships--"One Purpose: The Research University and Its Library" (Charles B. Osburn), "Strategic Planning in Academic Libraries: A Political Perspective" (Douglas G. Birdsall), and "Epilogue: Balancing Restructuring Efforts" (Charles A. Schwartz). (SWC)

ED 414 943   IR 056 801

Johnson, Doug
The Indispensable Librarian: Surviving (and Thriving) in School Media Centers in the Information Age. Professional Growth Series.
PUB DATE- 97
NOTE- 163p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgeting; Curriculum; Educational Media; Educational Technology; Elementary Secondary Education; Information Literacy; Internet; *Learning Resources Centers; Librarian Teacher Cooperation; *Library Administration; Library Facilities; Library Funding; Library Personnel; *Library Planning; *Library Role; Library Services; *Media Specialists; Public Relations; *School Libraries; Staff Development

This book defines and clarifies the role of the school library media specialist in a technology enhanced school, and provides relevant examples and advice on such topics as budgeting, facilities design, planning, and public relations and staff development. Each chapter includes anecdotes, examples, and quotations from various sources. The book contains 10 chapters covering the following topics: (1) Mission--new roles for library media specialists; (2) Planning--critical elements of a

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Colleges; *Educational Change; Educational Improvement; Educational Objectives; *Educational Principles; Institutional Mission; Models; *Role of Education; Two Year Colleges
IDENTIFIERS- ERIC Digests

Although most educators agree that the primary goal of education is student achievement, many believe that this goal has become incongruent with the way that educational institutions function. Community college professionals, in particular, have taken the lead in proposing a new paradigm of learning for the educational process. This digest will review the arguments and recommendations of supporters of the "learning paradigm" which involves a holistic and system-wide shift from the existing instructional paradigm to place the goal of learning first in all policies, programs, and practices. This requires the following: (1) judging institutional success in terms of the quality of student learning; (2) sharing responsibility for learning between students and colleges; (3) developing seamless delivery systems that provide access to educational services; (4) viewing the institution itself as a learner; (5) creating environments that let students discover and construct knowledge for themselves; (6) implementing new learning technologies; (7) hiring faculty whose primary responsibility is designing learning methods; (8) implementing cross- or non-disciplinary teams of specialists working to increase student competency; (9) providing individualized education that involves mastery of intellectual frameworks, rather than short-term retention; and (10) developing organizational climates that emphasize student learning. Enough challenges exist to bringing about this new paradigm, including entrenched time- and place-bound educational systems, active support for the movement among promoters of educational technology and the technology industry itself make it more likely that these reforms will be implemented. (BCY)

ED 414 962 JC 980 021

Textbook Pricing Policies and Student Access.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Administration; *College Stores; Community Colleges; Cost Effectiveness; Cost Indexes; *Costs; Governance; Surveys; *Textbook Selection; *Textbooks; Two Year Colleges

In spring 1997, The Academic Senate for California Community Colleges mailed a survey on textbook costs and pricing to local academic senate presidents, associated student body presidents, and bookstore managers at every community college in California. Results indicated that there was a lack of faculty and student involvement in bookstore policies, no attempts made to track the effect of textbook prices on student success, and ambiguous use of bookstore profits. Factors determined to affect the price of textbooks include publisher production costs and profit margins, faculty textbook adoption practices, bookstore management, and input from local academic senate and student government. In an attempt to lower textbook prices, the senate recommended that local academic senates review and include bookstore policies in governance agreements, create a shared governance bookstore committee that includes students improved and expanded learning. To achieve this ideal, six community colleges created the following goals: to recast mission statements to focus on learning, realign current structures to foster teamwork, involve all stakeholders in the educational process, and develop an open system of communication. Key issues and obstacles in becoming more learning-centered include funding, recognizing a collective need for change, and collaborating to achieve a common goal. Meeting these challenges, as well as linking every action with learning and evaluating the outcomes, are the first steps in becoming a learning-centered institution. (Contains 43 references.) (YKH)

ED 414 981   JC 980 056

Cross, K. Patricia
Developing Professional Fitness through Classroom Assessment and Classroom Research. The Cross Papers, Number 1.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Class Activities; *Classroom Research; Classroom Techniques; Community Colleges; Course Evaluation; *Educational Assessment; Educational Change; Educational Innovation; *Faculty Development; Instructional Effectiveness; Learning Theories; Research Methodology; Research Skills; Student Centered Curriculum; *Student Research; Student Role; Teacher Competencies; Teacher Role; Teaching Methods; *Two Year College Students; Two Year Colleges

Classroom assessment and research are effective means of professional development for community college faculty. Assessment tests engage students in monitoring and evaluating their own learning, and encourage teachers to reflect on their classes from a learning perspective. Classroom research is learner-centered, teacher-directed, collaborative, practical, context specific, scholarly, and continuous. It builds upon the skills and knowledge gained in classroom assessment, and is the next step in helping teachers understand the impact of their teaching. To develop professionally, community college faculty need clear goals, concrete suggestions for attaining the goals, high motivation, active involvement, prompt assessment and feedback, and appropriate rewards. Classroom assessment and research fit these conditions, fostering professional fitness and uniting professional competence with a commitment to learning. (Contains 22 references.) (YKH)

ED 414 982   JC 980 057

Littleton, Roosevelt, Jr.
Developmental Education: Are Community Colleges the Solution?
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); College Curriculum; *College Preparation; College Role; *Community Colleges; *Developmental Studies Programs; Educational Strategies; Enrollment; High Risk Students; Higher Education; *Minority Groups; Remedial Programs; School Effectiveness; *School Holding Power; Student Characteristics; Student College

Development; *Community Programs; Day Care; Elementary Education; Family Programs; Fathers; Foreign Countries; Human Capital; Mothers; Parent Attitudes; Parent Education; Parenting Skills; Preschool Education; Quality of Life; Teacher Education; Technical Assistance; Womens Education
IDENTIFIERS- Community Based Organizations; *Nepal

In March 1989, a new program was started in the middle hills area of Nepal. A community-based child development project entered the community by concentrating first on the children, and starting in one small area, and extending to new village areas in subsequent years. As of March 1993, there were four Village Development Areas participating in such activities as child care (both home- and center-based), functional adult literacy classes, non-formal education for girls, mothers' and fathers' groups, child-to-child education, a women's self-help center, training of primary level school teachers, and installation of water systems. This account of the work of the Community Based Child Development Project of Lamjung District of Nepal is not an evaluation or exhaustive documentation of the work, but a descriptive account of the program and some of its effects on the community, including reflections on the project by community members and project staff. Chapters include: (1) "What Do Children Need? The Children Speak"; (2) "Children in Change"; (3) "Women in Change"; (4) "Fathers in Change"; (5) "Lower Caste Groups in Change"; (6) "Village Life in Change"; (7) "School and Teachers in Change"; (8) "What Is Good Child Development?"; and (9) "Lessons Learnt." Two appendices present objectives and activity descriptions of the development project. (EV)

ED 415 000 PS 025 927

Choosing Quality Child Care. Videotape .
PUB DATE- 96
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Caregiver Child Relationship; *Day Care; Early Childhood Education; Educational Environment; *Educational Quality; *Evaluation Criteria
IDENTIFIERS- *Day Care Quality; Parent Caregiver Relationship

Noting that child care arrangements are one of the most important decisions parents face, this videotape discusses characteristics to look for when evaluating a day care facility, either home-based or center-based. The 10-minute videotape suggests that parents' look for a facility in which the child will be both happy and safe, then outlines areas to evaluate during unscheduled visits. These include play area characteristics, interaction between caregivers and children, modes of discipline, demeanor and attitudes of the children, developmental appropriateness of daily activities, safety, nutrition, and a state license. The videotape recommends that once a program has been selected, parents take time to talk to providers about their child's progress and well being, talk with the child about activities and his or her impressions, and work with the caregivers to ensure the child's success. (HTH)

ED 415 001 PS 025 946

Robertson, Anne S.

IDENTIFIERS- *Canada; Child Support Enforcement; Long Term Effects
Statistics indicate that the Canadian divorce rate has stabilized, at least for now. To avoid complacency about the flat divorce rate, this issue of "Transition," in both English- and French-language versions, examines the facts in the context of their impact on families. Part 1, "As Long as We Both Shall Love," looks at the current theories about why couples break up, the research on how divorce affects families, and some good, and not-so-good, ideas for changing the divorce situation in Canada. Part 2, "Marriage and Divorce in Canada," gives necessary background on what the numbers can and cannot reveal, and why. Part 3, "After the Breakup," describes the multiple crises triggered by divorce, and the limitations of the legal system in helping families through the ordeal. Part 4, "Canada's New Child Support Package," outlines the federal government's changes to how child support awards are established, enforced, and taxed. (EV)

ED 415 018 PS 026 114

Moore, Kristin A.; Manlove, Jennifer; Glei, Dana A.; Morrison, Donna R.
Nonmarital School-Age Motherhood: Family, Individual, and School Influences.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Births to Single Women; Disadvantaged Youth; *Early Parenthood; *Educational Environment; *Family Influence; *Individual Characteristics; *Predictor Variables; Pregnant Students; Secondary Education; Youth Problems
Despite a voluminous literature on the determinants of adolescent parenthood, little research exists on school-level influences on nonmarital, school-age motherhood. To address this gap, analyses of data from the National Education Longitudinal Study (NELS) were conducted to determine individual, family, and school-level predictors of nonmarital motherhood of girls between eighth and twelfth grade for a nationally representative sample. All independent variables were measured in eighth grade, and the analyses were repeated separately for black adolescents and white adolescents. The analyses indicated that school safety was an important predictor of nonmarital motherhood. However, school context did not override the effects of family- and individual-level influences. Low individual educational performance measures, such as low test scores and grades, predicted a higher risk of early motherhood, as did being held back in school and repeatedly changing schools. A substantial level of involvement in school clubs and religious organizations was associated with a lower risk of school-age motherhood. Among blacks, attending sexuality education at least once a week was associated with a greater risk of having a nonmarital birth. In general, adolescents least prepared for motherhood and least prepared to be self-sufficient were at the greatest risk of a nonmarital birth during the high school years. (Contains 61 references.) (Author)

ED 415 019 PS 026 115

Gunnoe, Marjorie Lindner; Mariner, Carrie Lea
Toward a Developmental/Contextual Model of the Effects of

ED 415 035 RC 021 179

Indian Community Participation in the Impact Aid Program. Special Impact Aid Provisions for Local Education Agencies That Claim Children Residing on Indian Lands (Title VIII, Elementary and Secondary Education Act of 1965, as Amended).
PUB DATE- 97
NOTE- 17p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; American Indian Reservations; *Community Involvement; Educational Legislation; Elementary Secondary Education; *Federal Aid; Federal Programs; Parent Participation; *School Districts; School Funds; Tribes
IDENTIFIERS- Elementary Secondary Education Act Title VIII; Federal School District Relationship; *Impact Aid; *Tribe School District Relationship

The Impact Aid program provides federal assistance to local school districts that have lost revenue due to tax-exempt federal property, or have experienced increased expenditures due to enrollment of federally connected children, including children living on Indian lands. This pamphlet explains the rights and responsibilities of schools, tribes, and parents in developing and implementing policies and procedures to insure that Indian children participate equally in school programs supported by Impact Aid funds. The responsibilities of local educational agencies (LEAs) to Indian communities are discussed, focusing on the development and implementation of Indian policies and procedures (IPPs) designed to improve communication and cooperation between the LEA and the Indian community. Two changes in the reauthorized Impact Aid Program (Title VIII, Elementary and Secondary Education Act of 1965, as amended) are highlighted and explained: (1) maintenance of IPP records at the local level, and (2) waivers of the IPP requirement. Tribal and parental responsibilities are also listed. Minimum standards for LEA IPPs are noted, with examples. Complaint and hearing procedures are briefly discussed. An appendix lists the definition of Indian lands relative to Impact Aid legislation. (SAS)

ED 415 036 RC 021 203

Witham, Mark
The Economics of Not Closing Small Rural Schools.
PUB DATE- 97
NOTE- 21p.; Paper presented at a Ph.D. symposium for candidates and supervisors: A Focus on Rural Issues (Townsville, Queensland, Australia, July 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consolidated Schools; *Cost Effectiveness; Distance Education; Elementary Secondary Education; Foreign Countries; *Rural Schools; *School Closing; School Size; *Small Schools; *Student Transportation; Time
IDENTIFIERS- Australia (South Australia); *Travel Time

This paper presents a preliminary analysis of the comparative costs and benefits of closing small rural schools in South

IDENTIFIERS- Adventure Therapy; Debriefing; *Facilitators;
*Reflection Process; Spirituality

This book contends that learning is enhanced through active involvement in personally meaningful experiences accompanied by processing for meaning and future use. While some processing takes place automatically, much can be done strategically to enhance and generalize learning. Intended as a resource for experiential educators and therapists, this book collects practical information on experiential learning and processing by the 2 main authors and 23 contributors. The book is organized in six main sections. The first two sections provide definitions and rationale for experiential learning and processing, and discuss the theory of individual change and development. Part 3 examines leadership knowledge and skills related to rapport, teamwork, communication, group development, group dynamics, methods of processing, processing activities, use of metaphors and stories, reflective teams, reluctant participants, redirecting, and goal setting. Part 4 discusses learning activities and retention strategies to be used before, during, and after the training or learning experience, and includes training units that integrate cognitive content into experiential learning. Part 5 presents cases and experts' invited responses related to adventure education, at-risk adolescents, family adventure programs, couples therapy, addiction and recovery, corporate and management education, educational principles, adult learning, disabilities, spirituality, and cross-cultural issues. Part 6 outlines current and future perspectives on the field of experiential education. Appendices contain over 250 references and suggested readings, and 13 reproducible transparencies. (SV)

ED 415 055   RC 021 319

Vaughan, Mary Kay
Cultural Politics in Revolution: Teachers, Peasants, and Schools in Mexico, 1930-1940.
SPONS. AGENCY- Social Science Research Council, Washington, DC.; Illinois Univ., Chicago.
PUB DATE- 97
NOTE- 275p.; University of Arizona Press, 1230 N. Park Ave., No. 102, Tucson, AZ 85719; phone: 800-426-3797 (cloth: ISBN-0-8165-1675-8, $45.00; paper: ISBN-0-8165-1676-6, $17.95).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- American Indian Education; Educational History; Educational Policy; Elementary Secondary Education; Foreign Countries; *Government School Relationship; Modernization; *Nationalism; *Political Socialization; Politics of Education; Public Education; *Rural Education; Rural Schools; *School Community Relationship; Socialism; *Teacher Role
IDENTIFIERS- Hegemony; Mexican History; *Mexico; Yaqui (Tribe)

In the 1930s, Mexican rural schools became arenas for cultural politics--the process of articulating and disputing definitions of culture, from national identity to the broader sense of social behavior and meaning. Created in 1921, the Secretaria de Educacion Publica (SEP) set up federal rural schools to nationalize and modernize rural peasants. The SEP was dominated by leftists who aimed to build a national party based on worker, peasant, and middle-class support. Their cultural program, known as socialist education, targeted the countryside. Socialist education attacked superstition, religion, and the church; stressed collective learning and

Navajo. The project consisted of translating a video, a teacher's guide, and an interactive multimedia product on the 1993 hantavirus outbreak in the Four Corners area (adjacent areas of New Mexico, Arizona, Utah, and Colorado). The video presents a medical mystery and tells the story of how the virus was identified and treated. The focus of the story is the medical community; how their methods contributed to eventual understanding of environmental and physiological reasons for the outbreak; and cultural, social, and economic impacts on local communities. The teacher's guide contains classroom activities that lead students through an investigation illustrating the real issues that scientists face. The translation project began through discussions with an advisory group of teachers on the Navajo Nation. Advertisements for translators were placed in local newspapers, and a team of five translators was formed: two teachers, a linguist, a patient advocate who translates medical procedures, and a farmer/businessman with relevant interests. Team members attended training sessions and committed to working 120 hours on the translation and attending monthly consensus workshops. Problems encountered and solved by the team are discussed. The translated products will be piloted by five teachers who will use the Navajo and English versions, side by side. Evaluation questions and project benefits are noted. (SV)

ED 415 072 RC 021 342

Ka'awa, Makalapua; Hawkins, Emily
Incorporating Technology into a Hawaiian Language Curriculum.
PUB DATE- 97
NOTE- 8p.; In: Teaching Indigenous Languages; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *College Second Language Programs; *Computer Uses in Education; *Courses; *Distance Education; *Hawaiian; Higher Education; Language Maintenance; Native Language Instruction; *Second Language Instruction; Teacher Education; World Wide Web
IDENTIFIERS- Technology Integration; *University of Hawaii Manoa

This paper describes Hawaiian language courses that incorporate computer technology at the University of Hawaii at Manoa. In the past decade, enrollments in all types of Hawaiian language programs have increased rapidly. The University of Hawaii is committed to extending Hawaiian language education, especially the full development of Hawaiian immersion in the K-12 educational system. The University trains teachers, conducts program evaluations, prepares materials and textbooks, advises on language policy, is a continuing source of Hawaiian speakers, and provides venues for language use. Technology is a tool to involve students and community members in learning and using Hawaiian. Technologies used include the Hawaii Interactive Television System (HITS), four distance-learning channels linking the major Hawaiian islands; e-mail; and software to promote the writing process and for creating World Wide Web pages. Hawaiian language courses and their technology-mediated activities include: (1) a writing-intensive intermediate course in Hawaiian in which students engage in e-mail and live computer-based discussion groups; (2) an advanced course delivered via HITS, primarily to Hawaiian immersion teachers on four islands; (3) integrated technology training and Hawaiian language learning that enables students to provide

Environmental Issues and Sustainable Futures: A Critical Guide To Recent Books, Reports, and Periodicals. A "Future Survey" Guidebook.
PUB DATE- 96
NOTE- 184p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Abstracts; *Bibliographic Records; Conservation (Environment); Environmental Education; *Futures (of Society); *Physical Environment; Political Issues; Science and Society; *Sustainable Development; Wastes; Water Quality
IDENTIFIERS- Biological Diversity; Forests; Oceans

This guide seeks to sort the flood of information written about environmental issues and sustainable societies in recent years and order it in some way. A total of 450 document abstracts are presented here, most of which are on books and think tank reports. These items first appeared in "Future Survey" (journal) and were published between 1991 and 1995. Many of these items focus on American issues; however, in most instances, both the problems and the proposed remedies may be of great relevance to other countries. The abstracts are grouped into three broad categories: (1) "Environmental Issues," in which the primary focus is on a particular problem or set of problems; (2) "Toward Sustainability," where the primary focus is on a sustainable society or some key aspect of it; and (3) "Politics and Planning," in which the focus is on political context, environmental critics, environmentalist groups, and actions to be taken at the global, national, regional, and local levels. A total of 170 periodicals related to the environment are also identified including two dozen general-interest publications, four dozen publications with an environmental focus, and 100 specialized environmental publications such as those devoted to soil conservation, waste disposal, environmental education or environmental politics. A publisher/title index and a subject index are also included. (PVD)

ED 415 091 SE 060 950

Good, Ron
Perspectives on Postmodernism and Science Education.
PUB DATE- 96
NOTE- 16p.; Based on a paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Anaheim, CA, March 26-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); *Educational Philosophy; Elementary Secondary Education; *Multicultural Education; *Science Education
IDENTIFIERS- Nature of Science; *Postmodernism; *Universalism

Postmodernism is a multi-faceted movement of people who share a dissatisfaction with knowledge claims that embrace universalism. In contrast to science, the centerpiece of the Enlightenment, postmodernism sees only power games of discourse with no external reality existing as the ultimate arbiter. In science education, postmodernism is seen in the proposals for "robust" multicultural science education and radical constructivism. Proponents for each of these movements refer to

and Selecting Participants.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers of Science (Minneapolis, MN, January 8-11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Practices; Elementary Secondary Education; *Inservice Teacher Education; *Science Education; *Teacher Attitudes; *Teacher Characteristics; *Teaching Methods

Science: Parents, Activities and Literature (Science PALs) was a four-year systemic reform effort collaboratively undertaken by the Science Education Center at the University of Iowa and a local school district. This paper summarizes the research base for effective inservice and shares additional features of Science PALs' inservice most responsible for success. Data was collected from teachers (N=16) during their first 1.5 years in the project. Data relating to teachers' beliefs and perceptions of teaching were compared to their actual teaching. Demographic information, survey responses, and interview and written responses to scenarios were among the data collected as source variables. Results indicate that newer teachers were more likely to implement the Science PALs model. Teachers reported much higher levels of implementation than their teaching performance indicated. Contains 77 references. (Author/ASK)

ED 415 112 SE 061 076

Crowther, David T.; Cannon, John R.
How Much Is Enough? Preparing Elementary Science Teachers through Science Practicums.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers of Science (Minneapolis, MN, January 9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Practices; *Elementary School Science; Elementary School Teachers; Elementary Secondary Education; Higher Education; *Knowledge Base for Teaching; *Practicums; *Preservice Teacher Education; *Science Education; Teacher Attitudes; *Teacher Effectiveness; Teacher Empowerment; Teaching Experience; Teaching Methods

Science education and the preparation of science teachers have been of great concern over the past two decades. This research investigated the influence of an extended elementary science teaching practicum upon preservice elementary teachers' (N=19) science self-efficacy. It explored both quantitatively and qualitatively the progression of teacher efficacy and outcome expectancy of preservice elementary education majors as well as the influence of a science methods course before, during, or after a practicum experience. The manipulated variable in this study was the practicum experience and teaching science lessons to children on a daily basis. The qualitative parameters of this study included pre- and post-interviews, supervisor and cooperating teacher observation notes, and student journal analysis. This study found that there was a significant difference in the experience of the practicum students who had previously taken science methods as compared to the participants who had not taken science methods or who were

Fiske, Edward B.
Decentralization of Education: Politics and Consensus. Directions in Development.
PUB DATE- 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Education; Cross Cultural Studies; *Decentralization; *Developing Nations; Economic Development; Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; Organizational Change; *Politics of Education; School Policy; School Restructuring
IDENTIFIERS- Colombia

This book identifies and examines the political dimensions of decentralization. Decentralization programs vary from country to country, but there are common threads and fundamental questions in all situations. The book covers the following themes and topics: (1) a case study of school decentralization in Colombia over a period of more than two decades; (2) why decentralization is political; (3) why countries decentralize; (4) what decentralization accomplishes; (5) the importance of developing consensus; and (6) how to begin building consensus. (Contains 32 references.) (EH)

ED 415 134   SO 027 596

Bray, Mark
Counting the Full Cost: Parental and Community Financing of Education in East Asia. Directions in Development Series.
PUB DATE- 96
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Asian Studies; *Educational Development; Educational Planning; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; *Parent Financial Contribution; Parent Participation; *School Community Relationship
IDENTIFIERS- *Asia (East)

This collaborative report focuses on nine countries in East Asia: Cambodia, China, Indonesia, Lao People's Democratic Republic, Mongolia, Myanmar, the Philippines, Thailand, and Vietnam. While acknowledging that these countries share some common features, the report also highlights each country's particular characteristics and the implications of certain policies within specific cultural contexts. The discussion is chiefly concerned with formal education at the primary and secondary levels, but also includes out-of-school supplementary tutoring, which in some societies is a major expenditure. While cash financing of education gains much of the attention, the study also recognizes demands for materials and labor and that the full costs of education include the opportunity costs of foregone earnings. The work is based on existing literature on the countries, questions sent to UNICEF officers responsible for education projects in the nine countries, information available in the World Bank on the countries, and the author's personal experience in the region. Chapters include: (1) "Issues"; (2) "Profiles of Nine East Asian Countries"; (3) "Policy Implications"; and (4) "Conclusion." The volume concludes with 27 tables of country data, notes, and contains 135 references. (EH)

Missouri's Framework for Curriculum Development in Social Studies K-12.
PUB DATE- 96
NOTE- 410p.; For other "Missouri's Framework for Curriculum Development" documents, see ED 410 598, ED 408 175, ED 408 176, and SO 028 121.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civics; *Curriculum Development; Economics Education; Elementary Secondary Education; Geography Instruction; History Instruction; Political Science; *Social Studies; State Curriculum Guides; *State Standards; World History
IDENTIFIERS- *Missouri

This K-12 framework focuses on educating students in developing competence in addressing the challenges of citizenship in a complex society. The framework addresses what students in Missouri are expected to know and be able to do in the social studies areas when they leave school. The main purpose of the handbook is to serve as a tool for teachers and curriculum writers in Missouri to use in "bridging the gap" between the "Show-Me" Standards (73 standards defining what students should know and be able to do by the time they graduate from Missouri's public high schools) and specific local curricula. The handbook begins with a preface, a list of the "Show-Me" Standards, and an overview of social studies education. Chapters include: (1) "Overview of the Social Studies Framework"; (2) "How to Use the Framework"; (3) "Major Strands in the Social Studies Framework"; and (4) "Good Practices in and Organization of Social Studies Programs." A glossary and list of references are included for further research. Contains references organized in the following categories: general; citizenship and law-related education, geography and global studies; history and Missouri organizations. Appendices provide examples of quality student work in the social studies areas, alternative sequences of social studies courses, and curriculum planning guide sheets. (EH)

ED 415 159 SO 028 121

Missouri's Framework for Curriculum Development in Fine Arts K-12.
PUB DATE- 96
NOTE- 261p.; For other "Missouri's Framework for Curriculum Development" documents, see ED 410 598, ED 408 175, ED 408 176, and SO 028 120.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Dance; Elementary Secondary Education; *Fine Arts; Humanities Instruction; Music; State Curriculum Guides; State Departments of Education; *State Standards; *Theater Arts; *Visual Arts
IDENTIFIERS- *Missouri

This K-12 framework focuses on educating students regarding the importance of fine arts in a global society and encourages the integration of all subject matter throughout the curriculum. The fine arts framework addresses what students in Missouri are

PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; Educational Games; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; Fatigue (Biology); Secondary School Students; Secondary School Teachers; *Student Attitudes; Student Behavior; *Student Motivation; Teacher Expectations of Students; *Teacher Student Relationship
IDENTIFIERS- *Boredom

This "Fastback" focuses on avoiding boredom in schools. Following an introduction that explains the importance of teachers breathing life into subject matter, the booklet includes five sections. Section one, "The Nature of Boredom," defines boredom and explains that both teachers and students are responsible for beating boredom. Section two, "Creating Interest," notes that a challenge for many teachers is making classwork meaningful beyond the routine. Several ways to break out of old routines are suggested: putting new twists on old themes; balancing freedom and structure; providing enough structure for young children; and holding students' attention by designing for high interaction, designing for easy comprehension, using a lively voice, maximizing variety, designing for momentum, and watching for signs of boredom. Section three, "The Importance of Rapport," suggests that teachers who want to command attention and interest must learn to deal with competing events; they must be unafraid to be imperfect, avoid being drawn in by disruption, and address students' criticism. Section four, "Dealing with Fatigue," notes that boredom can be the product of fatigue and vice versa, but that rest is not always the best antidote. Section five, "Designing Games That Build Interest," explains that academic games are very appropriate for building interest and skills in the classroom. Effective educational games provide momentum, participation, reachable goals, and immediate feedback. (Contains 13 references.) (SM)

ED 415 183 SP 037 689

Darling-Hammond, Linda
Doing What Matters Most: Investing in Quality Teaching.
PUB DATE- 97
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teacher Induction; Change Strategies; Educational Change; *Educational Quality; Elementary School Teachers; Elementary Secondary Education; Faculty Development; Government School Relationship; Higher Education; Inservice Teacher Education; *Knowledge Base for Teaching; Preservice Teacher Education; Public Schools; Secondary School Teachers; State Government; State Standards; Teacher Certification; *Teacher Effectiveness; Teacher Qualifications; Teacher Recruitment; Teacher Salaries; Teacher Shortage; *Teacher Supply and Demand; Teaching Conditions

This report gauges progress toward achieving high quality teaching in every classroom, using data about teaching conditions that are new since publication of an earlier report by the National Commission on Teaching and America's Future.

interaction; (5) achieving and maintaining a health-enhancing level of physical fitness; (6) demonstrating responsible personal and social behavior in physical activity settings; and (7) demonstrating understanding and respect for differences among people in physical activity settings. Content and performance standards are detailed for grades 4, 8, and 12. (SM)

ED 415 201 SP 037 709

Fullan, Michael; Galluzzo, Gary; Morris, Patricia; Watson, Nancy
The Rise & Stall of Teacher Education Reform.
PUB DATE- 98
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College School Cooperation; Diversity (Student); *Educational Change; Educational Improvement; Educational Research; Elementary Secondary Education; Equal Education; *Futures (Of Society); Higher Education; *Partnerships in Education; *Preservice Teacher Education; Professional Development Schools; *Teacher Education
IDENTIFIERS- Higher Education Act Title V; *Holmes Group; Holmes Group Report; *Reform Efforts

This report characterizes the decade 1985-1995 as a series of false starts in reform of teacher education in the United States. The main purpose of the report is to raise the question of whether the next decade of reform will be any different. Chapter 1 presents the problem: the need to do something about teacher education is reaching crisis proportions, and so much of the education reform agenda depends on a quality teaching force operating under professional working conditions. Chapter 2 uses the Holmes Group (a national consortium of nearly 100 research universities across the United States that has pushed for teacher education reform from 1985-1995) as a case illustration of some of the possibilities and difficulties of accomplishing significant improvements. The Holmes Group case analysis helps identify key issues that need to be addressed. Chapter 3 looks ahead to 2006 by taking stock of the recent convergence of high profile plans of action, questioning whether this will be another cycle of "rise and stall" or whether there is enough knowledge and care to make the required core improvements. (Contains 74 references). (SM)

ED 415 202 SP 037 710

Thiessen, Dennis, Ed.; Howey, Kenneth R., Ed.
Agents, Provocateurs: Reform-Minded Leaders for Schools of Education.
PUB DATE- 98
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Deans; Administrator Attitudes; *Administrator Role; Change Strategies; *Educational Change; Elementary Secondary Education; Higher Education; *Instructional Leadership; Leadership Responsibility; Partnerships in Education; *Preservice Teacher Education; *Schools of Education
IDENTIFIERS- *Reform Efforts

This collection of papers addresses two issues of critical

Problem-based learning is an approach to structuring the curriculum which involves confronting students with problems from practice which provide a stimulus for learning. However, there are many possible forms that a curriculum and process for teaching and learning might take and still be compatible with this definition. This book explores these forms in six parts with 33 chapters, beginning with an introductory chapter, "Changing Problem-Based Learning. Introduction to the Second Edition" (D. Boud and G.I. Feletti). Part 1, "What is Problem-Based Learning?," includes (2) "Not Just a Method but a Way of Learning" (C.E. Engel); (3) "Towards a Framework for Problem-Based Curricula" (B. Ross); and (4) "Why Is Problem-Based Learning a Challenge?" (D. Margetson). Part 2, "Getting Started," includes (5) "Good Planning Is Not Enough" (S. Abrahamson); (6) "Persevering with Problem-Based Learning" (P. Schwartz); (7) "Conversion to Problem-Based Learning in 15 Months" (A.S. Anderson); (8) "Initiating Problem-Based Learning at Harvard Medical School" (G.T. Moore); and (9) "Organizational and Institutional Impediments to a Problem-Based Approach" (S.E. Little and C. Sauer). Part 3, "Design and Implementation," includes (10) "Selection of Health Problems for a Problem-Based Curriculum" (P.J. MacDonald); (11) "Responding to 'Non-Traditional' Students: An Enquiry and Action Approach" (I. Taylor and H. Burgess); (12) "Preparing Tertiary Teachers for Problem-Based Learning" (S. Little); (13) "Ensuring That Students Develop an Adequate, and Well-Structured, Knowledge Base" (G. Ryan); (14) "A Hybrid Model of Problem-Based Learning" (E.G. Armstrong); (15) "Case Writing: Case Writers' Perspectives" (J.P. Hafler); (16) "Becoming a Problem-Based Tutor: Increasing Self-Awareness through Faculty Development" (L. Wilkerson and E.M. Hundert); and (17) "Issues in Implementation in an Otherwise Conventional Programme" (D.R. Woods). Part 4, "Examples from Different Professions," includes (18) "A Problem-Based Module in Mechanical Engineering" (P. Cawley); (19) "Use of an Issue-Based Approach in Social Work Education" (N. Bolzan and K. Heycox); (20) "Problem-Based Learning in Optometry" (J. Lovie-Kitchin); (21) "Problem-Based Learning for Architecture and Construction Management" (B. Maitland); (22) "Problem-Based Learning in an Integrated Nursing Curriculum" (D. Creedy and C. Alavi); (23) "Applying Problem-Based Learning to Practical Legal Training" (K. Winsor); (24) "Industrial Enhancement through Problem-Based Learning" (J.R. Usher, D.G. Simmonds, I. Mackenzie, K. Brown, and S.E. Earl); and (25) "Experiences with Problem-Based Learning in Business and Management" (A. Gilbert and S.F. Foster). Part 5, "Student Assessment and Programme Evaluation," includes (26) "Accreditation and Assessment in Architecture" (B. Maitland); (27) "Assessment in Problem-Based Learning" (G.R. Norman); (28) "Strategies for Student Assessment" (D.B. Swanson, S.M. Case, and C.P.M. van der Vleuten); (29) "Learning from the Assessment of Problem Solving" (D. Dathe, K. O'Brien, G. Loacker, and M.G. Matlock); and (30) "What Can We Learn from Programme Evaluation Studies in Medical Education?" (C.A. Woodward). Part 6, "Beyond Problem-Based Learning," includes (31) "Is Problem-Based Learning the Only Way?" (C. Coles); (32) "Towards a Praxis of Situation Improving" (R. Bawden); and (33) "The Limits of Problem-Based Learning" (J. Drinan). (SM)

ED 415 221   SP 037 732

Thompson, Meryl
Professional Ethics and the Teacher: Towards a General Teaching Council.
PUB DATE- 97

A Study of Modified-Guttman and IRT-Based Level Scoring
Procedures for Work Keys Assessments. ACT Research Report
Series 97-7.
PUB DATE- 97
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classification; Comparative Analysis; *Item Response Theory; Mathematics Tests; *Multiple Choice Tests; Reading Tests; Reliability; *Scoring; *Test Items
IDENTIFIERS- Binary Scores; *Guttman Scales; Number Right Scoring; *Work Keys (ACT)

This paper compares modified Guttman and item response theory (IRT) based procedures for classifying examinees in ordered levels when each level is represented by several multiple choice test items. In the modified Guttman procedure, within-level number correct scores are mapped to binary level mastery scores. Examinees are then assigned to levels in Guttman fashion on the basis of their observed patterns of binary mastery scores over levels. In the IRT procedure, examinees are assigned to levels on the basis of their total number correct score over all items on the test. An IRT-based method is used to assess the reliability and classification consistency of both level scoring procedures for the Work Keys assessment with samples of approximately 2,000 examinees for three forms of both the reading and mathematics assessments. In comparison to the modified Guttman procedure, IRT-based number correct level scores are more reliable and correct across forms. Guttman-consistent patterns of mastery over levels can also be inferred from number correct level scores. (Contains 9 tables, 10 figures, and 34 references.) (Author/SLD)

ED 415 238 TM 027 840

Shepard, Lorrie A.
Measuring Achievement: What Does It Mean To Test for Robust
Understanding? William H. Angoff Memorial Lecture Series.
PUB DATE- 97
NOTE- 32p.; Paper presented at the annual William H. Angoff Memorial Lecture Educational Testing Service, (3rd, Princeton, NJ, September 19, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Comprehension; Educational Assessment; Elementary Secondary Education; Knowledge Level; *Measurement Techniques; *Performance Based Assessment; Standardized Tests; *Student Evaluation; *Test Bias; Test Format
IDENTIFIERS- *Teaching to the Test

In testing, educators have two competing intentions. They want to be fair in allowing students to demonstrate what they know without creating testing conventions and formats that let students pretend to know. Teaching-the-test literature shows that test scores can be inflated, meaning that they can go up without a generalized increase in knowledge. Students can appear to know what they really do not know, as can be illustrated by comparing results from the National Assessment of Educational Progress with those from more familiar standardized tests. Performance assessments are intended to overcome this problem. They are also intended to overcome the

The Effects of Chess Instruction on Students' Level of Field Dependence/Independence.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (26th, Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; *Change; Cognitive Psychology; Educational Games; *Field Dependence Independence; *High School Students; High Schools; *Instructional Effectiveness; Mathematics Achievement; Problem Solving; Sex Differences; *Thinking Skills; *Visual Perception
IDENTIFIERS- African Americans; *Chess; Group Embedded Figures Test; Louisiana

A study was conducted to determine whether chess instruction would change the measure of a student's field-dependence or field-independence as determined by the Group Embedded Figures Test (GEFT) in the direction of stronger field independence. Field dependence/independence is a psychological construct referring to a global versus an analytical way of perceiving that entails the ability to perceive items without being influenced by the background. This was done by comparing the results of pretest and posttest scores on the GEFT for 11 African-American high school students (four males, seven females) in a rural northern Louisiana school. These students had received approximately 50 hours of direct chess instruction and playing experience. Chess instruction did have a significant effect on GEFT scores for females, but not male, students. Whether this might transfer to improved mathematics achievement is beyond the scope of this study, but it is a problem worth investigating. It is logical to surmise that whatever skill chess instruction enhanced for females may have already been present for males. (Contains 6 figures and 15 references.) (SLD)

ED 415 258   TM 027 943

Hale, Judy A.; Boozer, Sandra T.
Assessment: Young Children and the Visual Arts.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (26th, Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Products; Child Development; *Childrens Art; *Early Reading; Educational Assessment; *Elementary School Students; Evaluation Methods; Grade 1; Primary Education; Qualitative Research; Readiness; *Reading Ability; Student Evaluation; Transitional Programs

The primary purpose of this study was to assess the use of young children's artwork in the assessment of reading abilities. The research method for the study was qualitative, and the design followed an interpretive approach. Subjects were 12 transitional-first grade students (a transitional-first grade allows a child with normal academic ability more time to develop the maturity for first grade) from an elementary school in Alabama. A portfolio for each child consisted of artwork and documentation of reading abilities recorded each month.

the rate at which young people are receiving 4-year college degrees, and the increasingly high financial barriers to attending college. The other is the large, and increasing, inequality in opportunity to achieve a college education. At the same time, economists have warned that our economy increasingly needs the skills obtained in college, and that income for people with less than a 4-year degree is declining. Educational attainment among young adults has been flat for two decades, with the percentage of young adults who have completed high school holding steady at about 86 to 87% and the number of students completing 4 years of college holding at around 23-25%. The staircase to higher education is getting harder to climb as costs advance sharply. In addition, most students who start higher education do not get a degree. Of those who entered college in 1989, seeking a bachelor's degree, 46% had a 4-year degree 5 years later and about 18% were still enrolled. Exodus from college begins early and is high between the freshman and sophomore years. When all negative factors are factored in, higher cost, stagnating income, declining aid, and high dropout rates, the result is a growing disparity in students' ability to earn a postsecondary degree. Efforts to improve this situation must start early, assuring high school graduation and removing in equalities in education at elementary levels as well. Disparities in educational achievement at elementary and secondary levels must be addressed through setting standards, allocating resources, and addressing socioeconomic and family-level causes. For national as well as individual well being, there is a strong case to be made for greater participation in higher education. (SLD)

ED 415 277 TM 028 006

Barton, Paul E.
Indicators of the School-to-Work Transition.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Education Work Relationship; Educational Attainment; Educational Change; Employment Patterns; Evaluation Methods; Geographic Regions; Literacy; *Outcomes of Education; Secondary Education; Systems Development; Training; *Vocational Education
IDENTIFIERS- *Educational Indicators

This paper explores the development of a set of indicators devoted exclusively to the school to work transition. The indicators described are directed at monitoring a geographical area as a whole, whether it is the nation, state, or a local community. Developing a set of indicators is linked to making judgments about the impact we expect new systems to have on the achievement of economic adulthood in the United States. It is also linked to making judgments about the institutional changes need to ensure economic maturation. Three sets of indicators are considered: (1) the final outcomes aimed for by improving the school to work transition; (2) intermediate outcomes that are the early results of changes; and (3) system outcomes that represent the specific changes desired in institutional behaviors. Final outcomes include changes in employment patterns, reversing the relative earnings decline, increasing the perception of well being among citizens, and other impacts on economic success. Intermediate outcomes are those related to literacy, finding employment, seeking higher education, and

Statistical Profile. Volume 2.
SPONS. AGENCY- Nebraska Mexican American Commission, Lincoln.
PUB DATE- 97
NOTE- 63p.; For Volume 1, see UD 032 071.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Attainment; Educational Status Comparison; Elementary Secondary Education; *Enrollment; Higher Education; *Hispanic Americans; Preschool Education; Profiles; Public Schools; Racial Composition; School Statistics; Socioeconomic Status; *State Programs; Tables (Data); Urban Schools
IDENTIFIERS- Latinos; *Nebraska

This report updates information presented in Volume 1 in 1992. The bulk of the report presents aggregate data on educational participation and attainment from preschool through postsecondary education. The following sections are included: (1) profile of the Hispanic/Latino population in Nebraska; (2) profile of Hispanics/Latinos in preschool, elementary, and secondary education; (3) profile of Hispanics/Latinos in postsecondary education. Twenty-one public school districts from across the state were chosen to represent trends within elementary and secondary school districts. In fall 1996, the Lexington school district, with a 42% Hispanic/Latino population, was the district with the highest concentration of Hispanic students. In 1990, Hispanics/Latinos were about 2.3% of Nebraska's population, and current estimates suggest that they form about 3.1% of the state's population. From 1990-91 to 1996-7, Hispanic/Latino enrollment in Nebraska's elementary and secondary schools increased at an average annual rate of over 11%, until Hispanic/Latino students comprised about 4.6% of the state's total elementary and secondary enrollment. In 1994-95, Hispanic/Latino students accounted for nearly 9% of the state's dropouts. As in previous years, Hispanic/Latino teachers accounted for less than 1% of the state's teachers. The number of Hispanic/Latino students enrolled in postsecondary education increased nearly 38% from Fall 1991 to Fall 1995. Over 2,200 Hispanic/Latino students were enrolled in the state's postsecondary institutions in 1995, a proportion similar to that of 1991. A total of 258 postsecondary degrees were awarded to Hispanics in Nebraska in 1995-96, with nearly 56% of these bachelor's degrees. Appendixes list the meatpacking and food processing plants in Nebraska (where many Hispanics are employed), present tables of data, and list sources. (Contains 47 tables, 17 figures, and 21 references.) (SLD)

ED 415 295 UD 032 073

Glick, Susan; Sugarmann, Josh
Joe Camel with Feathers. How the NRA with Gun and Tobacco Industry Dollars Uses Its Eddie Eagle Program To Market Guns to Kids.
SPONS. AGENCY- Public Welfare Foundation, Washington, DC.
PUB DATE- 97
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum; Elementary Secondary Education; *Financial Support; *Marketing; *Prevention; *Safety Education; Smoking; *Violence
IDENTIFIERS- *Firearms; Firearms; Gun Control; Guns; Joe Camel;

addressed by the National Research Council's Study Committee on the Status of Black Americans: education, employment, income and occupations, political participation and the administration of justice, social and cultural change, health status and medical care, and the family. Six volumes resulted from this study. This volume, the fifth, explores the health status of African Americans. For many health status indicators the rates are improving for blacks as well as whites. However, a racial gap still remains, and in some instances the gap has increased over the past decade of two. In a search for relevant factors associated with these trends, health issues are examined in the following chapters: (1) "Health Status and Sociodemographic Context"; (2) "Adverse Birth Outcomes: Infant Mortality, Low Birth Weight, and Maternal Deaths"; (3) "Cancer Incidence and Mortality among African-Americans"; (4) "Trends in Homicide among African-Americans"; (5) "Lead Poisoning: The Invisible Epidemic"; (6) "Current Plagues: Chemical Dependency and AIDS"; (7) "Sickel Cell Anemia"; (8) "Access to Medical Care"; (9) "Health Work Force Distribution"; and (10) "Cross-Cutting Issues in the Health of African-Americans." Medical care alone will not reduce the great disparities in health status between black and white Americans completely. To redress these inequities, other aspects of society must change, and it must be understood that disease is rooted in social structure. An appendix lists project study group members and contributors. Each chapter contains references. (Contains 1 figure and 64 tables.) (SLD)

ED 415 314   UD 032 094

Reed, Wornie L., Ed.
Assessment of the Status of African-Americans. Volume VI: Critiques of the NRC Study, "A Common Destiny: Blacks and American Society."
PUB DATE- 90
NOTE- 57p.; For Volumes I through V, see UD 032 089-093.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blacks; Crime; *Economic Factors; Educational Attainment; *Elementary Secondary Education; Health Conditions; Politics; *Racial Discrimination; Social Change; *Socioeconomic Status; Urban Problems; Urban Youth
IDENTIFIERS- *African Americans; National Research Council

In 1987 a project was undertaken to assess the status of African Americans in the United States in the topical areas to be addressed by the National Research Council's (NRC) Study Committee on the Status of Black Americans: education, employment, income and occupations, political participation and the administration of justice, social and cultural change, health status and medical care, and the family. Six volumes resulted from this study. This volume, the final one in the series, is a set of critiques of the NRC study by some members of the Trotter Institute's study groups. The NRC study has provided much useful data and some important considerations, but it is oriented toward racial discrimination in the dimensions of individual action. No consideration is given to the "extra-individual effect" of institutional racism. The following essays, referring to individual NRC study chapters, are included: (1) "Introduction" (Wornie L. Reed); (2) "Critique of Chapter 5, 'Black Political Participation'" (Susan Welsh); (3) "Critique of Chapter 6, 'Blacks in the Economy'" (Herbert Hill); (4) "Critique of Chapter 7, 'The Schooling of the center, but as with any new program there were obstacles to overcome. Once Hogg Foundation funding was over, the school district assumed responsibility for the center, and planned for it to be the first of 14 projected youth and family centers. (SLD)

ED 415 332 UD 032 114

Iscoe, Louise
A Community Catalyst. School of the Future: Austin.
PUB DATE- 95
NOTE- 34p.; For related documents, see UD 032 108-115.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Ancillary School Services; Community Involvement; *Delivery Systems; Elementary Education; Elementary Schools; Family Programs; Junior High Schools; Middle Schools; *Parent Education; Parents as Teachers; Preschool Education; Program Development; Program Evaluation; Program Implementation; *Urban Schools
IDENTIFIERS- *Austin Independent School District TX; Hogg Foundation for Mental Health TX; Project Head Start; School Based Services; *School of the Future (Hogg Foundation); Texas (Austin)

The Hogg Foundation for Mental Health created the School of the Future (SoF) project to enable selected Texas schools to coordinate and implement school-based social and health services on their campuses and to demonstrate the effectiveness of this method of service delivery by evaluating the project. The projects, each of which involved a middle school and one or two feeder elementary schools, were organized in low-income urban areas. In Austin the chosen site was in a new, recently developed, working-class neighborhood, where residents, although low-income, did not qualify for public assistance. Because there were few community resources, neighbors turned to the schools for help. This report focuses on the Austin experience and the preschool and parenting programs associated with the school. Three major programs are based in one school or the other: (1) Parents as Teachers, a parent education program for first-time parents with young children; (2) Head Start; and (3) the Widen Health Center. A fourth program, a family resource center, serves the same population from a community rather than a school base. An unusual aspect of the SoF program in Austin is that, as funding from the Hogg Foundation comes to an end, no single service or group has tried to take over the project. Instead, it is continuing with a collaboration of schools, independent agencies, and concerned residents. In this way, the program represents genuine community strength. (SLD)

ED 415 333 UD 032 115

Iscoe, Louise
Parent Volunteer Program. School of the Future: San Antonio.
PUB DATE- 95
NOTE- 34p.; For related documents, see UD 032 108-115.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; Community Involvement; *Delivery Systems; Elementary Education; Elementary Schools;

technology courses at the undergraduate and graduate levels. (AEF)

ED 414 888 IR 018 663

Hajnal, Peter I., Ed.
International Information: Documents, Publications, and Electronic Information of International Governmental Organizations. Second Edition.
PUB DATE- 97
NOTE- 528p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Document Delivery; Foreign Countries; *Government (Administrative Body); Government Publications; Information Services; Information Sources; *International Organizations; Library Collection Development
IDENTIFIERS- *Government Records

International governmental organizations (IGOs) are constantly expanding their work and influence, yet their publications are among the most difficult documents for libraries to acquire, organize, and use. This authoritative reference work examines the documentation, publications, and computerized information services of such major IGOs as the United Nations, the European Union, the Organization for Economic Co-operation and Development, the League of Nations, the International Development Research Centre, and the G7. In this revised edition, special attention has been given to the consequences of recent institutional restructuring and retrenchment. The book is organized into three parts: "Institutions," "Resources," and "Processes." Individual chapters discuss the organizational and functional characteristics of IGOs; examine resources available through their organizations, including documents now available through electronic sources; and explore the role of the private sector and institutions outside the IGOs in providing access to IGO information. The book also discusses collection development and reference and information work. A consolidated bibliography and index completes the book. (AEF)

ED 414 889 IR 018 664

Cooper, Gail; Cooper, Garry
Virtual Field Trips.
PUB DATE- 97
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Computer Assisted Instruction; Elementary Secondary Education; Experiential Learning; *Field Trips; Instructional Innovation; *Learning Activities; Travel; *World Wide Web
IDENTIFIERS- Electronic Resources; Web Sites

The Internet field trips in this directory allow teachers to take students almost anywhere--without the usual ordeals associated with field trips. Organized by subject and cross-referenced for quick and easy access, this book leads educators and students to the most exciting, educational, and innovative Web sites on the Internet. Chapters cover "Historic Time Travel," "Worldwide concludes that school librarians, in cooperation with teachers, must make every library research project meaningful to students. (AEF)

ED 414 907 IR 056 749

Florida Library Directory with Statistics, 1997.
PUB DATE- 97
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Access to Information; Elementary Secondary Education; Higher Education; *Libraries; Library Associations; Library Circulation; Library Collections; Library Expenditures; Library Funding; *Library Personnel; *Library Research; Library Schools; Library Services; *Library Statistics; Public Libraries; State Agencies; Tables (Data); Users (Information)
IDENTIFIERS- *Florida

This 48th annual edition includes listings for over 1,000 libraries of all types in Florida, with contact names, phone numbers, addresses, and e-mail and web addresses. In addition, there is a section of library statistics, showing data on the use, resources, and financial condition of Florida's libraries. The first section consists of listings for Florida Division of Library and Information Services library organizations, councils, and associations. The second section is the directory of libraries, with listings divided by public libraries, academic libraries, special libraries, institutional libraries, and school library media supervisors. The third section consists of academic library data selected from the 1996 IPEDS (Integrated Postsecondary Education Data System) survey administered biannually by the U.S. Department of Education, National Center for Education Statistics. Data on staffing, operating expenditures, collections, and services are provided for community and state university system libraries. The fourth section lists public library data, and includes a narrative statistical summary, selected historical data, summary income and expenditures, and population served by public libraries, by county. Public library data tables are included for: access to library service--number of outlets, square feet, and Sunday hours; library staff--full-time equivalents and salaries and benefits; operating income and expenditures--totals and percent by source and category, per capita, and capital outlay; collection; library use; and public library cooperatives--fiscal and use data. Indexes of personnel and libraries arranged by county are included. (SWC)

ED 414 908 IR 056 766

Gilchrist, Alan, Ed.
From Classification to "Knowledge Organization": Dorking Revisited or "Past is Prelude." FID Occasional Paper No. 14.
PUB DATE- 97
NOTE- 191p.; A collection of reprints to commemorate the forty year span between the Dorking Conference (First International Study Conference on Classification Research 1957) and the Sixth International Study Conference on Classification Research (London, UK) 1997.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)

NOTE- 13p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; *Cost Indexes; Costs; *Electronic Journals; Electronic Publishing; *Feedback; Higher Education; Information Dissemination; *Scholarly Journals; Strategic Planning; User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- Customer Satisfaction; Electronic Resources

Scientific journal publishers have very little commercial experience with electronic full text distribution and it is difficult to segregate the effect of pricing on user acceptance and behavior. This paper examines some of the known experiences and ongoing and proposed experiments to get a sense of the interaction of pricing and user acceptance and of the other factors, which seem to affect user behavior. It also looks at institutional buying concerns and pricing considerations. The paper concludes that a price that is perceived as fair is a necessary but not sufficient factor in gaining users of electronic journals. If a Web site or other electronic offering does not offer more (job leads, competitive information, early reporting of research results, discussion forums, simple convenience of bringing key journals to the desktop), it will not be heavily used. In designing electronic services, publishers have to deal with issues of speed, quality control, comprehensiveness--and then price. The evaluation of acceptance by the user will be on the total package. (AEF)

ED 414 926 IR 056 784

Odlyzko, Andrew
The Economics of Electronic Journals.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; Cost Indexes; *Costs; *Electronic Journals; *Electronic Publishing; *Fees; Higher Education; Information Dissemination; Internet; Periodicals; *Scholarly Journals; User Needs (Information)
IDENTIFIERS- Electronic Resources

It is widely accepted that scholarly journals will have to be available in digital formats; what is not settled is whether they can be much less expensive than print journals. This paper is divided into five sections, including an introduction. Section 1 highlights publishers' views on costs of electronic journals and the replacement of free electronic journals by electronic subscription journals. Section 2 summarizes the economics of the current price journal system and section 3 looks at the electronic-only journals that have sprung up over the last few years and are available for free on the Internet. In section 4 the strange economic incentives that exist in scholarly publishing are discussed. Section 5 presents some tentative conclusions and projections. The basic assumption made in this article is that the costs of scholarly publishing media/technology plan, and sample program goals, mission statement, and beliefs; (3) Influence and Public Relations--checklist for administrators, print resources, Internet access, and sample articles for parents; (4) Technology--using the correct technologies, Intranets, and software selection; (5) Personnel--working with technicians, job descriptions for the 21st century library media specialist, district computer technician, computer coordinator, and network manager, and the importance of certification; (6) Curriculum--embracing ambiguity, electronic plagiarism, and information literacy; (7) Budget--tools that increase professional credibility, formula for a maintenance budget, competitive bid process to allocate resources, and sustainable technology; (8) Facilities--building or remodeling a media center, and video network requirements; (9) Policies--student access to the Internet, emerging technologies and concerns, World Wide Web page creation guidelines, and policy writing rules; and (10) Staff Development--learned helplessness, e-mail use, professional staff competencies, and basic beliefs about teachers and technology. Includes a bibliography of technology and change resources. (SWC)

ED 414 944 IR 056 802

Smallwood, Carol
Insider's Guide to School Libraries: Tips and Resources. Professional Growth Series.
PUB DATE- 97
NOTE- 112p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change; Cooperative Planning; Course Integrated Library Instruction; Curriculum Enrichment; Educational Media; Elementary Secondary Education; Internet; *Learning Resources Centers; Librarian Teacher Cooperation; *Library Administration; Library Services; *Media Specialists; *Resources; *School Libraries
IDENTIFIERS- Management Skills

The school library media specialist is encountering unprecedented change from educational reform, social change, and technology advances. This book offers practical ways to meet the everyday challenges of managing a library efficiently. It provides discussion of management skills, media center atmosphere, curriculum support, and professional and personal needs. Highlights include an alphabetical list of daily tips for running a media center and a calendar of monthly observances with resources. Within each chapter, resources are arranged alphabetically and provide address, telephone number, fax number, Internet site, e-mail address, electronic bulletin board, a description of the resource, and other information supplied by the source. Internet resources are listed by category: sites for the classroom, health information, Internet Mall, job hunting, listservs of interest to school media specialists, online technology tutorials, professional sites, and associations. The book is divided into seven chapters: Managing a School Media Center; Creating Atmosphere in Media Centers; Supporting the School Curriculum; Using Vertical Files; Internet Resources for the School Media Specialist; Help in the Daily Running of School Libraries; and Ways of Meeting Your School and Home Needs. A subject and source index is also and faculty, and investigate the effect of book prices on student success. Recommendations to faculty include careful decision making in selecting texts, and applying textbook adoption practices in order to diminish costs. Appendix includes results of senate survey. (YKH)

ED 414 963 JC 980 022

Guidelines for Good Practice: Technology Mediated Instruction.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Style; Community Colleges; *Computer Assisted Instruction; Computer Mediated Communication; Cooperative Learning; *Distance Education; Educational Methods; *Educational Technology; Electronic Mail; Group Dynamics; Individualized Instruction; Information Transfer; *Instructional Innovation; Teacher Student Relationship; *Teaching Methods; Two Year Colleges

Technology Mediated Instruction (TMI) is an alternate mode of instructional delivery that provides several benefits. In addition to assisting information transfer through integration of course material, TMI fosters instructor-student interaction through methods such as interactive question-answer areas, video-based office hours, e-mail, and Internet chatrooms. It facilitates cooperation among students through collaborative, team-based projects, and has the ability to connect geographically dispersed students. TMI provides prompt feedback to the learner, and increases the amount and quality of learning activities, since the "classroom" is not limited to formal meeting times. TMI creates unique opportunities for the communication of quality curriculum, and a well-designed course will accommodate diverse talents and different modes of learning. However, in order to implement TMI successfully, both time and money must be invested for equipment maintenance, staff development, and student services. And TMI should enhance, not replace, the tradition of quality teaching. (YKH)

ED 414 964 JC 980 030

Minich, Eleanor L.; Sipes, Jane
Collaboration & Cooperation: Using Faculty Handbooks To Define Faculty and Staff Responsibilities in Distance Learning Programs.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; Curriculum Development; *Distance Education; *Faculty Handbooks; Faculty Workload; *Material Development; School Policy; Staff Role; *Teacher Responsibility; Teacher Role; Teaching Methods; Two Year Colleges

This document outlines the factors necessary in creating a faculty handbook for distance learning programs. It begins by discussing the various uses for this kind of faculty handbook, such as clarifying faculty responsibilities, defining policies and procedures of distance learning, and serving as a reference

Relationship; Student Development; Success; Transfer Students; Transitional Programs; Two Year College Students; Two Year Colleges

Although community colleges currently account for over half of minority enrollment in America, there is controversy regarding whether the colleges actually provide minority students with access to higher education or merely track them into low-level studies. A number of barriers to success face minority community college students, such as inadequate college prep programs at inner-city high schools, inefficient or culturally-biased assessment methods, and cuts in federal financial assistance. Moreover, nearly 90% of these students are in developmental programs and many are either adult learners, foreign-born or -educated, field-dependent learners with an external locus of control, or lacking self-esteem. Changes occurring in many states to remove developmental programs from universities also reduce the likelihood of minority students achieving bachelor's degrees. To address these issues, colleges have begun to employ comprehensive and innovative methods to retain and matriculate minority students. New York's Borough of Manhattan Community College, for example, maintains a family day care network to train caregivers; operates a pre-freshman immersion program for reading, math, and writing; and works with businesses to obtain alternative sources of financial aid. Other efforts include the Minority Transfer Opportunities Program at Texas' Houston Community College and innovative articulation agreements developed by Ohio's Cuyahoga Community College. (Contains 27 references.) (BCY)

ED 414 983 JC 980 058

Lieberman, Janet; Hungar, Julie Yearsley
Transforming Students' Lives: How "Exploring Transfer" Works, and Why.
SPONS. AGENCY- Charles A. Dana Foundation, New York, NY.; Ford Foundation, New York, NY.
PUB DATE- 98
NOTE- 129p.
LANGUAGE- English
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Transfer Students; Community Colleges; *Cooperative Programs; Educational Finance; Educational Opportunities; Educational Strategies; Higher Education; Institutional Cooperation; *Intercollegiate Cooperation; Models; *Outcomes of Education; Program Design; *Program Implementation; Summer Programs; *Transfer Programs; Two Year College Students; Two Year Colleges
IDENTIFIERS- City University of New York La Guardia Comm Coll; Vassar College NY

AFocusing on the Exploring Transfer (ET) program, in which community college students attend summer university classes, this report describes the history of the program, reviews its main components, and discusses strategies for replicating the model. The first section reviews the origins of ET, indicating that it was first implemented in 1985 by New York's Vassar College and LaGuardia Community College (New York) but has since been expanded to include seven community colleges. This section also reviews issues and challenges related to the development of the program; discusses program changes and enrollments since 1985; and examines transfer outcomes, indicating that of the 399 students who completed the program as of 1994, 64% (n=254) have actually transferred, almost three times the national transfer average of 23%. The next section discusses efforts to replicate the program at other

If an Adolescent Begins To Fail in School, What Can Parents and Teachers Do? ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Failure; *Adolescents; *At Risk Persons; *High Risk Students; Intervention; Parent Role; Parent Student Relationship; Secondary Education; Student Behavior; Student Characteristics; *Student Problems; Student School Relationship; Teacher Role; Teacher Student Relationship; Transitional Programs
IDENTIFIERS- *At Risk Students; ERIC Digests; Parenting Styles; Transition to School

Many teens experience a time when keeping up with school work is difficult. Some adolescents are able to get through this time with minimal assistance from their parents or teachers. However, when the difficulties last longer than a single grading period or are linked to a long-term pattern of poor school performance, parents and teachers may need to intervene. To do so effectively, parents and teachers need to be aware of some common indicators of an adolescent at risk for school failure, including attention problems as a young child, multiple retentions in grade, poor grades, absenteeism, lack of connection with the school, behavior problems, lack of confidence, and limited goals for the future. Schools that develop programs that ease transitions for students may be able to reduce student failure rates. Parenting style may also have an impact. When the authoritative style is used--in which parents offer warmth and support in addition to limit-setting and supervision--the adolescent may be more likely to experience academic success. When an adolescent is having difficulty, parents and teachers can assist by making the time to listen to and try to understand the teen's fears or concerns; setting appropriate boundaries for behavior that are consistently enforced; encouraging the teen to participate in school activities; attending school functions; and meeting as a team, including parents, teachers, and school counselor, asking how they can support the teen's learning environment, and sharing their expectations for the child's future. Parents and teachers can also help by arranging tutoring or study group support for the teen; providing a supportive home and school environment; helping the child think about career options; encouraging the teen to volunteer in the community or to participate in community groups to provide an out-of-school support system; and emphasizing the importance of study skills, hard work, and follow-through. Contains 11 references. (LPP)

ED 415 002 PS 026 008

I Am Your Child: The First Years Last Forever. Videotape .
PUB DATE- 97
NOTE- 0p.; 29-minute VHS videotape is hosted by Rob Reiner.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Parental Spanking on Children's Aggression.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Aggression; Blacks; Childhood Attitudes; *Corporal Punishment; Family Characteristics; Fatherless Family; *Parent Child Relationship; *Predictor Variables; Race; Sex Differences; Whites

Researchers who employ contextual models of parenting contend that it is not spanking per se, but rather the context in which spanking occurs and the meanings children ascribe to spanking, that predict child outcomes. This study proposed two plausible meanings that children may ascribe to spanking--a legitimate expression of parental authority or an act of interpersonal aggression--and hypothesized that to the degree that spanking is perceived as the former, it will not foster child aggression. It also proposed that children's espousal of one or the other of these meanings is a function of both cultural norms and the nature of the family hierarchy. Using data from 1,112 children ages 4 through 11 from the National Survey of Families and Households, the study tested the hypotheses that the association between the frequency of spanking and subsequent child aggression would be stronger for older versus younger children, boys versus girls, whites versus blacks, and single-mother versus mother-father families. Results from structural equation models of main effects indicated significant group differences in children's self-reported fighting by age and race. Spanking predicted fewer fights for children ages 4 to 7 and for blacks, and more fights for children ages 8 to 11 and for whites. The study also tested a model wherein a positive association between spanking and aggression emerges at younger ages for boys, whites, and children in single-mother homes. These attributes were employed as proxies for lower levels of parental control and/or control maintained through punitive means. Investigations of potential interactions between age, gender, race, and family structure using ordinary least squares regression yielded the earliest and strongest positive associations between spanking and fighting for white boys in single-mother homes. (Contains 15 references.) (Author/EV)

ED 415 020 PS 026 116

Ross, Elinor Parry
Pathways to Thinking: Strategies for Developing Independent Learners K-8. Expanded Professional Version.
PUB DATE- 98
NOTE- 316p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; *Cognitive Processes; Cognitive Style; Cooperative Learning; *Creative Thinking; *Critical Thinking; Curriculum Development; Elementary Education; *Integrated Curriculum; Learning Modalities; Professional Development; Reading Processes; *Thinking Skills; Writing Processes
IDENTIFIERS- Multiple Intelligences

Australia. The cost analysis includes accounting for the use of staff, goods, and services; distance education support; land and buildings; and the opportunity cost of children's bus travel time. The assumption that children's time has no economic value is rejected, and a methodology is advanced that estimates the implicit minimum value of students' travel time in the economic framework used for school closure. The analysis also looks at the issue of broadening curriculum options as justification for closing small rural schools and the relationship between the formula for resource allocation to schools and the decision to close schools. Preliminary results from case studies of four small rural schools, as well as data on South Australia government schools, show that costs are not reduced but redistributed by school closure, children's time costs average $2.92 per hour (an implicit valuation of children's time by adults), and the broader curriculum of larger schools benefits only a small percentage of students. Appendices detail the case study methodology and outcomes to date. Contains 59 references. (Author/SAS)

ED 415 037 RC 021 204

Title IX: Indian Education Formula Grant. Parent Committee Roles & Responsibilities.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; Educational Legislation; Elementary Secondary Education; Federal Aid; *Grants; *Parent Participation; Responsibility; *School Community Relationship; *School Districts
IDENTIFIERS- Indian Education Act 1972; *Parent Committees

The purpose of the Title IX parent committee, as mandated by the Indian Education Act of 1972, is to work with local school districts in the development and implementation of Title IX formula grant projects that meet "the special educational and culturally related academic needs" of Native American students. This document outlines the role and responsibilities of the parent committee (PC). At least 51% of PC members must be parents; one member must be a teacher; and one member must be an American Indian or Alaska Native secondary school student. PC functions include establishing committee by-laws; assisting the local education agency (LEA) in grant development and proposals, including needs assessment, goals and objectives, and activities; participating in project evaluation and monitoring; working closely with the LEA; and acting as liaison between the LEA and the community. Each of these PC functions is described in detail. LEA and PC responsibilities are listed, and a chart outlines month-by-month duties of Title IX project staff and PC members. (SAS)

ED 415 038 RC 021 227

Zimmer, Kathy
Teaching in a Migrant Camp: 1994-1995 Journal Notes.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English

organization; taught productive habits such as gardening to children; and organized adults in agrarian associations and anti-alcohol and sanitation campaigns. Indigenous and multiethnic elements of popular culture were celebrated and packaged as national culture. Teachers became explicit political actors, instructed to organize peasants and workers to press for federal agrarian and labor laws that would redistribute wealth and power. In this book, four case studies examine how this agenda played out in rural communities in Puebla and Sonora states, focusing on relationships between federal teachers; the states' conservative governors; and Mexico's most radical president, Lazaro Cardenas. The communities include two types of mestizo communities (traditional agrarian and resettled agribusiness workers) and two types of indigenous societies (the village-based Nahuas of Sierra Norte and the recently conquered, tribally cohesive Yaquis of Sonora). Each community participated in its own way in the negotiation of cultural politics through schooling in the 1930s and helped to construct a shared national language for consent and resistance--a dynamic basis for civil society unique in Latin America. Contains references, notes, an extensive bibliography, and an index. (SV)

ED 415 056 RC 021 321

Weber, Holly A., Ed.
Wilderness Medicine Newsletter, Volume 8.
PUB DATE- 97
NOTE- 50p.; For volume 7, see ED 409 140.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accident Prevention; Accidents; Camping; Death; *Drinking Water; Emergency Medical Technicians; *First Aid; Gynecology; Injuries; *Medical Services; Physicians; Rescue; Risk Management; Safety; Skeletal System; Training; *Wilderness
IDENTIFIERS- *Bats; *Drownings; Rabies; Tick Toxicosis; Water Safety

This document consists of the six issues of the "Wilderness Medicine Newsletter" published during 1997. The newsletter provides medical and rescue information for the non-physician in remote wilderness areas. Issues typically include feature articles, conference and training courses schedules, an "Ask the Expert" column, and personal narratives. Feature articles in this volume cover managing fractures in a wilderness environment; winter trip advice; drowning and near-drowning assistance; bats and rabies; women's health issues; potable water; Medecins Sans Frontieres (Doctors without Borders), an international humanitarian medical relief agency; a proposed river-crossing rating and assessment system; an overview of tick-borne diseases; death in the backcountry; and an update on the Prehospital Emergency Training, Standards, and Accreditation Committee (PETSAC). (SAS)

ED 415 057 RC 021 326

Howell, Frank M.; Tung, Yuk-Ying; Wade-Harper, Cynthia
The Social Cost of Growing Up in Rural America: Rural Development and Social Change during the Twentieth Century. Social Research Report Series 96-5.
SPONS. AGENCY- Mississippi Agricultural and Forestry Experiment Station, Jackson.
PUB DATE- 96
NOTE- 152p.

technology training off-campus to the Hawaiian language community; and (4) a course on development of thematic multimedia curriculum units for immersion programs. Other projects include a website on Hawaiian birds and a Hawaiian language newspaper project for immersion students in grades 6-10. Eight websites with Hawaiian language resources are listed. (SV)

ED 415 073 RC 021 343

Bennett, Ruth, Ed.
It Really Works: Cultural Communication Proficiency.
PUB DATE- 97
NOTE- 53p.; In: Teaching Indigenous Languages; see RC 021 328. Photocopied photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indian Languages; American Indian Literature; Class Activities; Cooperative Learning; Culturally Relevant Education; *Educational Principles; Elementary Secondary Education; *Experiential Learning; Lesson Plans; *Second Language Instruction
IDENTIFIERS- *Hupa; Total Physical Response

This paper describes the cultural communication proficiency method of indigenous language instruction, developed at Humboldt State University's Center for Indian Community Development (California), and demonstrates the method with five Hupa lesson plans. The method is based on three principles: that Native American students learn by doing, learn in ways compatible with their culture, and learn in stages. Cooperative learning, communication-based instruction, and total physical response approaches are integrated to present language lessons based in experience. Two lesson plans present Hupa words for relatives and for cultural activities. The lesson plans describe materials; list objectives in cultural, communication, and proficiency areas; and detail activities. The activities pass through the stages of comprehensible input (teacher's yes/no questions), guided practice (either/or questions), independent practice (student supplies vocabulary term), challenge (student responds to new elicitation), and expansion. A third lesson plan teaches a traditional northern California story, He-Who-Was-Dug-Up, by having the children create puppets and stage puppet plays of the story. Objectives and activities are described for preschool and grades K-2, 3-5, 6-8, and 9-12. The fourth and fifth lesson plans accompany a Hupa "bingo" game based on the Hupa names for 20 local animals and a game based on Hupa words for the parts of the body. A description of the work of the Center for Indian Community Development is included. (SV)

ED 415 074 RC 021 344

Nicholson, Rangi
Marketing the Maori Language.
PUB DATE- 97
NOTE- 9p.; In: Teaching Indigenous Languages; see RC 021 328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

the postepistemological nature of their positions. The Portland Public Schools African-American Baseline Essays illustrates what can occur when reasonable ideas about the nature of science (i.e., Science for All Americans, National Science Education Standards) are rejected in favor of "robust" multicultural science education. Confusing science with technology appears to be one of the most common errors of many science critics and the role of nature is very much diminished in postmodern accounts of science. Inclusion is separated from the rejection of universalism by showing that it is a moral not an epistemic policy or goal. It is also argued (following Siegel, 1995) that inclusion is as much the moral property of modernists as it is of the postmodernists. (Contains 23 references.) (Author)

ED 415 092 SE 060 953

Lee, Patrick
A First Year Evaluation Study of Integrated Math and Integrated Science Curricular Programs in an Inner City High School.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; *Critical Thinking; High Schools; *Integrated Curriculum; *Mathematics Education; *Multicultural Education; *Science Education; Student Attitudes; Urban Education
IDENTIFIERS- California (San Francisco Bay Area)

This report presents findings from a first year evaluation study of Integrated Math and Integrated Science curricular programs as they were implemented at Polk Academy, a high school in the San Francisco Bay area comprised of approximately 90% students of color. To promote scientific literacy, critical thinking, and communication skills, the school's task force recommended the adoption of new curricular programs emphasizing integrated mathematics and science learning for Polk Academy students. Educators have called for the integration of branches of these fields as a means for improving student comprehension and performance as well as developing positive attitudes towards math and science. This report presents an evaluation of the Integrated Math and Integrated Science programs as they were implemented during the 1996-97 school year at Polk Academy. Contains 17 references. (Author)

ED 415 093 SE 060 954

Shockey, Brenda P.
The Effects of Varying Retention Intervals within a Block Schedule on Knowledge Retention in Mathematics.
PUB DATE- 97
NOTE- 151p.; Doctoral Dissertation, University of Maryland, College Park.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Block Scheduling; *Calculus; High Schools; Mathematics Education; *Retention (Psychology); Teaching Methods; Time Factors (Learning)

This study examined quantitatively the effects of varying retention intervals (RI) within a 4 X 4 block schedule on knowledge retention of Algebra 2 skills and concepts.

currently enrolled in the science methods course. It was also found that the period of 10 weeks actual teaching in the classroom was a good experience for the participants involved. Contains 26 references. (Author/ASK)

ED 415 113 SE 061 082

Hill, Susan T.
Science and Engineering Doctorate Awards: 1996. Detailed Statistical Tables.
PUB DATE- 97
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Data Collection; *Demography; *Doctoral Degrees; *Engineering; *Graduate Surveys; Higher Education; *Individual Characteristics; Science Education; *Sciences
IDENTIFIERS- Survey of Earned Doctorates

The data presented in this report show trends in doctorate awards by science and engineering fields and recipient characteristics, institutions awarding doctorates, and postgraduation plans of recipients for the years 1987-1996. The source of the data is the Survey of Earned Doctorates (SED). The SED is conducted annually for the National Research Council (NRC). Data for the SED are collected from the individual doctorate recipients. The questionnaire is distributed through the cooperation of the Graduate Deans to persons as they are completing their doctorate. Tables present detailed data on science and engineering doctorate recipients with some totals providing for broad nonscience and engineering fields. Graduate schools in the United States have conferred increasing numbers of doctorates in science and engineering (S&E) fields in the last 20 years. Much of this growth is due to increasing numbers of foreign citizens on temporary visas who come to the United States to earn doctorates in S&E. In 1977, they earned 18 percent of all S&E doctorates and by 1996, they accounted for 30 percent. However, there have also been increases in U.S. citizens and immigrants holding permanent residence visas earning S&E doctorates. Increases among this group have been due to growing numbers of women and racial/ethnic minorities, mostly Asian-Americans. However, the number of Blacks, Hispanics, and American Indians awarded S&E doctorates also increased in the last 20 years, especially in the 5-year period from 1992-96. Even with these increases, Blacks, Hispanics, and American Indians remain severely underrepresented among S&E doctorates recipients. (ASK)

ED 415 114 SE 061 102

Stepanek, Jennifer; Jarrett, Denise
Assessment Strategies To Inform Science and Mathematics Instruction: It's Just Good Teaching.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Evaluation Criteria; *Learning Strategies; *Mathematics Instruction; *Performance Based Assessment; *Portfolio

ED 415 135 SO 027 597

Del Rosso, Joy Miller; Marek, Tonia
Class Action: Improving School Performance in the Developing World through Better Health and Nutrition. Directions in Development.
PUB DATE- 96
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Children; *Developing Nations; Early Childhood Education; Economic Development; Economics; Educational Planning; *Educational Policy; Elementary Education; Foreign Countries; *Health Care Costs; Health Services; Hygiene; *Nutrition; Sanitation

This book summarizes how better nutrition and health for youths in developing nations will enhance: (1) school enrollment, attendance, and performance; (2) economic productivity; and (3) the health of future generations. By discussing the many low-cost and highly efficient actions that can improve school-age children's health and nutrition, this book serves as a tool for task managers to use in policy dialogue with governments, in raising consciousness and promoting interest, and in carrying out specific tasks. Sections of the book include: (1) "School-Age Children at Risk"; (2) "Costly Conditions, Low-Cost Remedies"; (3) "Higher Productivity and Better Community Health"; (4) "Taking Action"; and (5) "The Lessons Learned". Appendices include "Information Required for a Situation Analysis of the Nutrition and Health of School-Age Children" and "World Bank Projects with Services Related to the Nutrition and Health of School-Age Children, by Country." Charts and illustrations accompany the text. (Contains 53 references.) (EH)

ED 415 136 SO 027 598

Bray, Mark
Decentralization of Education: Community Financing. Directions in Development.
PUB DATE- 96
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; Economic Development; Economics; *Educational Economics; *Educational Finance; *Educational Planning; *Educational Policy; Elementary Secondary Education; Foreign Countries; Politics of Education; School Funds; School Support; State Aid

This book focuses on the financing of formal primary and secondary education in developing nations. The study does not consider the areas of pre-primary, post-secondary, or nonformal education. Financing includes not only monetary inputs to education, but also material, labor, expertise, and land. The study examines the volume, nature, and mechanics of community financing in a range of settings. Policy issues facing governments and those who work with them are presented. Instruments for incentives, guidance, and control of community activities are considered. Specific strategies from different countries are presented and evaluated, along with the importance of monitoring and evaluation. The paper concludes by expected to know and be able to do in the fine arts areas when they leave school. The main purpose of the handbook is to serve as a tool for teachers and curriculum writers in Missouri to use in "bridging the gap" between the "Show-Me" Standards (73 standards defining what students should know and be able to do by the time they graduate from Missouri's public high schools) and specific local curricula. The handbook begins with a preface, a list of the "Show-Me" Standards, and an overview of fine arts education. Chapters include: (1) "Major Strands of the Fine Arts Framework" (dance, music, theater and visual arts); (2) "Suggested Practices for Teaching and Learning Fine Arts"; and (3) "Fine Arts Selected Bibliography." Appendices provide examples of quality student work in each of the fine arts areas for grades 4, 8, and 12. (EH)

ED 415 160   SO 028 130

Saxe, David Warren
Social Studies for Elementary Teachers.
PUB DATE- 94
NOTE- 226p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Elementary School Curriculum; Elementary School Teachers; *Instructional Materials; *Social Studies; Teaching Guides; Teaching Methods; Textbooks
IDENTIFIERS- *Synoptics

This textbook for elementary school teachers is based on the 'synoptic method' which involves: (1) bringing together ideas, materials, children, adults, values, beliefs, behaviors, teaching and learning strategies and more; (2) selecting, planning, organizing, and presenting specific learning experiences from a pool of possibilities; and (3) assessing the degrees of success of these experiences. Teachers using the synoptic method for social studies demonstrate the notion of consciously choosing a particular learning experience(s) as the best selection from among a number of different possibilities for one particular group of children. Chapters include: (1) "Building a Teaching Kit"; (2) "The Child and Youth Culture"; (3) "Community and Education"; (4) "Teachers and Learning Experiences"; (5) "A Formula for Social Studies"; (6) "Applying the Synoptic Method"'; and (7) Social Studies and Schools." Six appendices supply additional information and identify resources. (EH)

ED 415 161   SO 028 179

Sunal, Cynthia S.
Early Childhood Social Studies.
PUB DATE- 90
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Development; *Course Content; *Developmental Stages; Early Childhood Education; Economics;

Section 1, "Doing What Matters Most: Investing in Quality Teaching," describes the Commission's original findings and recommendations following two years of study. Findings indicate that most schools and teachers cannot achieve new educational goals because they do not know how and do not receive support to do so. Recommendations include linking teacher standards to student standards, reinventing teacher preparation and professional development, overhauling teacher recruitment, putting qualified teachers in every classroom, and organizing schools for success for all. Section 2, "America's Agenda for Education," discusses new standards and new students in America's schools, examining why and how teaching matters. Section 3, "Lessons from Last Decade's Reforms," discusses major initiatives in North Carolina, Connecticut, and other states for improving teaching quality. Section 4, "The Current Status of Teaching," discusses teacher recruitment and teacher supply and demand; salaries and working conditions; retention; qualifications and training; reform of teacher education and induction; access to professional development; and progress in school reform. Section 5, "Evidence of Progress," describes federal, state, and local initiatives to improve quality. Six appendixes offer state report cards on teacher quality; state-by-state data tables; National Council for the Accreditation of Teacher Education, Interstate New Teacher Assessment and Support Consortium, and National Board standards; Commission staff, advisors, and consultants; partner state contact persons; and national organization partners and contact persons. (SM)

ED 415 184 SP 037 690

Teacher Supply and Demand in Kansas Public Schools. Eleventh Annual Survey.
PUB DATE- 90
NOTE- 62p.; For other annual surveys, see SP 037 691-697.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Elementary Secondary Education; *Employment Opportunities; *Employment Patterns; *Public School Teachers; *Public Schools; School District Size; Special Education Teachers; State Surveys; Tables (Data); *Teacher Shortage; *Teacher Supply and Demand; Teaching (Occupation)
IDENTIFIERS- *Kansas

This 11th annual survey examined teacher and school administrator supply, employment opportunities, and differences by region and school district size. Questionnaires were sent to the Kansas Unified School District superintendents; nonrespondents were surveyed by telephone. Usable results came from all 304 school districts. For special educators, data were sought about vacancies not included in any special education cooperative; data about special education cooperative vacancies came from the Kansas Department of Education special education vacancy report. The results were organized to show numbers of vacancies and perceived teacher supply by geographic region and school district size. The study found: a surplus of elementary classroom and physical education teachers, a slight shortage to adequate supply of secondary teachers, an adequate supply to slight surplus of administrators, and a shortage of special educators; similar elementary employment opportunities throughout regions and by district size; similar secondary and administrative opportunities by region but differing by district size; and similar special education opportunities in importance to higher education: leadership and changing the way that schools and colleges of education conduct the business of teaching and learning. The book contains an introductory paper, seven studies written from the perspective of the deans leading the change, and a concluding paper. Six of the seven institutions included in the volume are public. The institutions vary in size and historic commitment to teacher preparation. After a foreword by Eileen Wilson Oyelaran, the nine papers are: "The Context for Leadership and Reform in Schools and Colleges of Education" (Kenneth R. Howey); "Leadership for Change in Faculties of Education" (Michael Fullan); "The New Sisyphus: The Dean as Change Agent" (Richard Wisniewski); "Deaning in the Nineties: The Challenge of Restructuring a Professional College" (Nancy L. Zimpher); "New Values and New Programs: One Dean's Experience" (Raphael O. Nystrand); "Reconstructing the Community of the School of Education: Influencing Habits of Mind, Discourse, Work, and Results" (Gail Huffman-Joley); "Addressing the Dean's Dilemma" (Sam J. Yarger); "Building Capacity for Change" (Richard Arends); and "Deans of Education: Only the Reform-Minded Need Apply" (Dennis Thiessen). (Most papers contain references.) (SM)

ED 415 203 SP 037 712

Wheeler, Nedra
The Instructional Leader's Primer in Systems Thinking.
PUB DATE- 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication (Thought Transfer); Elementary Secondary Education; *Instructional Leadership; *Problem Solving; School Administration; *Systems Approach; Teachers

Learning to see reality at multiple levels provides instructional leaders with several advantages (e.g., being adaptive and solving problems before they occur, being creative by choosing a different future, and being generative by bringing forth something new). Four distinct levels of reality in systems thinking are: events encountered on a daily basis, patterns of events, systemic structure as the cause behind the events, and shared visions as the guiding force behind the creation of structures. The language of systems thinking involves links and loops as the dynamic thinking tools that provide the visual means to represent patterns of events occurring over time and structures producing those dynamics. Causal loops are stories told using variables and arrows ("links") to depict how one variable influences another. The reinforcing loop situation generally goes into highly amplified growth or decline. The balancing loop, which is similar to naturally occurring growth, is often found in situations that appear to be self-correcting and self-regulating. Systems archetypes include: drifting goals, escalation, fixes that fail, growth and underinvestment, limits to success, shifting the burden, success to the successful, and tragedy of the commons. (Most of this document consists of graphics of loops and links, descriptions of archetypes in "at a glance" format, and case examples that involve various archetypes.) (SM)

ED 415 204 SP 037 713

NOTE- 84p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Codes of Ethics; Codification; Elementary School Teachers; Elementary Secondary Education; *Ethics; Faculty Development; Foreign Countries; Higher Education; Inservice Teacher Education; Knowledge Base for Teaching; *Moral Values; Parent Teacher Cooperation; Preservice Teacher Education; Secondary School Teachers; *Teacher Attitudes; Teacher Improvement; Teacher Responsibility; *Teacher Student Relationship; Teaching (Occupation); Teaching Skills
IDENTIFIERS- Caring; *Professional Ethics

This book explores key ethical and professional issues related to the ethical bias of teaching that must be solved before it is possible to establish a General Teaching Council. The chapters discuss "The Professions in the 1990s"; "What Are Professional Ethics?" "The Role of the Professional Community"; "Are Professional Ethics Relevant in the Teaching Profession?" "The Teaching Profession and the State"; "The Case for a Separate Professional Voice"; "The Case for the Codification of the Professional Ethics in Teaching"; "The Case Against a Code of Conduct"; "The Case for a Code of Ethics"; "Professional Ethics for Teachers"; "The Purposes and Characteristics of Teaching"; "Other People's Children"; "The Ethic of Care"; "Relationships with Children"; "What Do Children Need?" "Relations with Parents"; "The Ethic of Competence"; "Learning Relationships"; "The Teacher's Pedagogic Knowledge"; "Intellectual Accountability"; "Continuous Professional Development"; "The Ethic of Professional Commitment"; "Contributing to the Profession's Competence"; "Contributing to the Debate on the Profession's Purposes, Values, Norms, and Standards"; "End Pieces: The Draft Code of Ethics"; "Implications for the Management of Teachers"; and "Implications for Pre-Service Selection and Training." Three appendixes offer information on fundamentals for a code of ethics for teaching, the principals of professionalism, and the General Teaching Council. (SM)

ED 415 222 SP 037 733

Gregait, Lucinda H.; Johnsen, Diane R.; Nielsen, Pamela S.
Improving Evaluation of Student Participation in Physical Education through Self-Assessment.
PUB DATE- 97
NOTE- 56p.; Partial fulfillment of the requirements for the Degree of Master of Arts in Teaching and Leadership, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Learning; Elementary Education; Elementary School Students; Evaluation Methods; Grade 5; Grade 7; Intermediate Grades; Journal Writing; Junior High School Students; Junior High Schools; *Physical Education; *Self Evaluation (Individuals); *Student Evaluation; *Student Participation; Teacher Expectations of Students; Teamwork
IDENTIFIERS- Goal Setting

This report describes a program for implementing self-assessment to enhance performance and clarify evaluation of participation in Physical Education (PE) classes. Participants were fifth and seventh graders in middle class midwestern communities.

format effects of multiple-choice tests that have distorted instruction and allowed students to pretend to know more than they actually do. Even with performance assessments, students may rely on familiar, rote routines, and so pretend to know more than they really do. As a videotape presented as part of the discussion illustrates, asking in different ways is the way to assure that students really know what they are doing, and that their understandings generalize across contexts. Those who are concerned with test bias explore the opposite side of the coin--that students really know, but are not able to show their knowledge and abilities because of some aspect of the test. These two perspectives can be reconciled by careful and thoughtful assessment that approaches student knowledge in different contexts. (Contains 16 figures and 12 references.) (SLD)

ED 415 239 TM 027 841

Wenglinsky, Harold
Students at Historically Black Colleges and Universities: Their Aspirations & Accomplishments. Policy Information Report.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Aspiration; *Black Colleges; Black Students; Career Choice; College Segregation; Court Litigation; *Educational Attainment; Educational Experience; Engineering; *Equal Education; *Graduate Students; Higher Education; School Holding Power; Sciences; Student Costs; *Undergraduate Students
IDENTIFIERS- Graduate Record Examinations; National Postsecondary Student Aid Study

Few studies have compared the educational experiences and outcomes of students attending historically black colleges and universities (HBCU) to those of students attending traditionally white institutions. This study consists of three analyses that contain some justification for the continued existence of HBCUs, threatened by court decisions that question their role in equal educational systems. The study first reviews findings from a previously published study of undergraduates (H. Wenglinsky, 1996) that used a nationally representative database (the National Postsecondary Student Aid Study) to conclude that black students often choose HBCUs because costs are perceived to be, and are indeed, lower. This study also found that students at HBCUs were more likely to aspire to postbaccalaureate degrees. The second analysis used data from the American Association of Universities/Association of Graduate Schools to compare retention rates of black graduate students who had attended HBCUs or traditionally white schools. Students from HBCUs were more likely to persist in graduate studies. The final analysis compared graduate fields of study for students from the two types of schools using the 1993 database of the Graduate Record Examinations. Graduates of HBCUs were more likely to plan on entering a program in the sciences, engineering, or business than were black students from traditionally white schools. These findings suggest that HBCUs prepare black students for the sciences and engineering, professions in which they are traditionally underrepresented. Their low cost encourages many students to attend college who may not have attended any college otherwise. Both of these benefits support the continuation of HBCUs. An appendix discusses study methodology. (Contains 1 table, 7 figures, and

Indicators for the stage of art development were based on the work of Lowenfeld and Brittain (1987). Findings are reported for the first 3 months. Five children were still in the preschematic level of art development, with some growth being demonstrated in the emergent reading level of each child. Two were in transition between the preschematic and schematic stages of art development as they moved into the third emergent reading level. Two remained constant in both artwork and emergent reading level. Two others had not moved into the third emergent reading level, but their artwork indicated that they were ready to make connections. One had moved into the third emergent reading level even though her artwork indicated that she was not ready to make connections. Findings suggest that children's artwork may offer insights into the development of literacy, and that it may be a tool for the assessment of reading level or ability. (Contains 5 tables and 10 references.) (SLD)

ED 415 259 TM 027 946

Cochran, H. Keith
The Development and Psychometric Analysis of the Scale of Teachers' Attitudes Toward Inclusion (STATIC).
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (26th, Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Disabilities; Elementary Secondary Education; *Inclusive Schools; Item Response Theory; Mainstreaming; *Psychometrics; Special Education; *Teacher Attitudes; *Test Construction; Test Items; Test Reliability; Test Validity
IDENTIFIERS- Alabama

The purpose of this study was to develop a psychometrically sound instrument to measure teachers' attitudes toward students with special needs, the Scale of Teacher's Attitudes Toward Inclusion (STATIC). Approximately 1,440 inservice teachers were asked to complete the STATIC. There were 516 respondents from 5 school districts in Alabama. Various statistical analyses were performed with data including preliminary analyses for item homogeneity, item and scale analyses, Item Response Theory studies, and factor analyses. Reliability and validity studies suggested that it is possible to measure teacher attitudes toward inclusion as defined by the STATIC. Factor analyses identified four subscales called "Advantages and Disadvantages," "Professional Issues," "Philosophical Issues," and "Logistical Concerns." Implications from this large-scale analysis suggest the use of the STATIC to: (1) examine differences in teachers' attitudes toward students with special needs; (2) identify the relationship between teachers' attitudes toward inclusion and their attitudes toward disabled persons in general; (3) examine the effects of teacher's attitudes on performance of special education students; (4) guide placement decisions for special education students; (5) screen prospective teachers prior to employment; (6) shape teacher education programs; and (7) focus remediation diagnostically on specific dimensions of attitude requiring modification. (Contains 7 tables, 3 figures, and 48 references.) (Author/SLD) changing perceptions about new school to work initiatives. System outcomes include changes in program opportunities and increased training and employment-related opportunities. An indicator system will be a set of measures designed to track the putting into place of the elements of a system and whole systems. The indicators will indicate change, but do not, in themselves, form a program development and implementation plan. An appendix presents notes on performance measures. (SLD)

ED 415 278 TM 028 007

Jones, Lyle V.
National Tests and Education Reform: Are They Compatible? William H. Angoff Memorial Lecture Series.
PUB DATE- 97
NOTE- 23p.; Paper presented at the annual William H. Angoff Memorial Lecture held at Educational Testing Service (4th, Princeton, NJ, October 8, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Curriculum Development; *Educational Change; Elementary Secondary Education; Foreign Countries; *National Competency Tests; State Programs; Test Construction; *Test Use; *Testing Programs
IDENTIFIERS- Great Britain; High Stakes Tests; National Assessment of Educational Progress; Reform Efforts; Teaching to the Test

The President and the Department of Education have advocated national testing, but they have not really justified their use. Most educators argue for the importance of multiple assessments, rather than a single test of achievement with great impact on the future of a student and an educational system. Misuses of test results would plague national tests just as they trouble some state and local testing programs. Most of these misuses center around the potential of test scores to do harm to individual students. The perceived high status of a national test might increase the possibility that it would be used to make judgments inappropriately. A look at the practices of other countries suggests that those that use mandatory testing do not seem to have systematic differences in average achievement scores compared with countries that do not. Cogent lessons may be learned from the British experience. Teachers there believe that national testing has narrowed the curriculum, served to re-establish ability-group classrooms, and resulted in short-changing students with special needs. Using national tests would jeopardize the use of the National Assessment of Educational Progress (NAEP) as an indicator of long-term educational progress, since no single test could cover the breadth of content that has characterized the NAEP over the years. Additional concerns about national testing include the temptation to produce lower test scores to qualify for funding or to elevate test scores through inappropriate practices. As currently proposed, national tests, it is argued, would do more harm than good. (Contains 44 references.) (SLD)

ED 415 279 TM 028 014

Olsen, Juliann K.; House, J. Daniel
Student Achievement in Science and Mathematics General Education Courses: An Assessment of the Effects of Academic Background and Noncognitive Variables.
PUB DATE- 97

*National Rifle Association; Tobacco Industry

The National Rifle Association (NRA) has developed its Eddie Eagle program as a school-based curriculum that claims to teach gun safety to children in preschool through grade six. The program uses a four-part message for children to follow when they see a gun, admonishing them to stop, not touch it, leave the area, and tell an adult. The NRA has credited the program with playing a major role in decreasing the unintentional death toll among children, but it has not conducted an evaluation of the effectiveness of the program. The primary goal of the Eddie Eagle program, this report argues, is to increase the acceptance of guns by children and youth and the development of new customers for the firearms industry and the NRA itself. The NRA funds Eddie Eagle through its NRA Foundation. Research by the Violence Policy Center shows that members of the firearms industry and the tobacco industry have made substantial contributions to the NRA Foundation. Many of the marketing problems the firearms industry faces are similar to those faced by the cigarette and smokeless tobacco industries, and the industry is using similar marketing strategies. The NRA also uses Eddie Eagle as a lobbying tool in its efforts to derail the passage of child access prevention and mandatory trigger lock laws at both state and federal levels. As a thinly disguised marketing tool to "soften up guns," Eddie Eagle is a sort of Joe Camel with feathers. Instead of acknowledging the inherent danger firearms in the home pose to children and the often irresponsible firearms storage behavior of adults, the Eddie Eagle program places the onus of safety and responsibility on the children themselves. Public health researchers have not found programs like Eddie Eagle to be effective in reducing unintentional death and injury from firearms. Six appendixes present additional information about the Eddie Eagle program, including copies of commendations and letters refusing endorsement. (SLD)

ED 415 296   UD 032 074

Exclusion Report. A Report on Black Exclusion from Schools in Southwark.
PUB DATE- 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Failure; *Black Students; Black Teachers; Community Attitudes; Conferences; Dropouts; Elementary Secondary Education; *Equal Education; *Expulsion; Foreign Countries; Minority Groups; Parent Participation; *Racial Discrimination; *Suspension
IDENTIFIERS- *England (London)

This report is the outcome of a 1-day conference organized by the Southwark Black Education Group (London, England) Southwark Council for Community Relations, documents concerns of the black community about the exclusion of black students from the schools, and presents some practices that have been applied successfully in some schools to improve learning for all students. In Southwark it is estimated that exclusions of black children are higher than for any other group, including the informal exclusion of black students from some lessons. This exclusion is only a small part of the marginalization of black people in the education system. There are many examples of black teachers who are denied training and promotion. The Southwark district had set a target of 30% black teachers by 1992, but in fact, only 100 of the district's 3,000 teachers

Black Americans'" (Antoine M. Garibaldi); (5) "Critique of Chapter 8, 'Black Americans' Health'" (William A. Darity, Sr.); (6) "Critique of Chapter 9, 'Crime and the Administration of Criminal Justice'" (E. Yvonne Moss); (7) "Critique of Chapters 6 and 10, 'Blacks in the Economy' and 'Children and Families'" (Robert B. Hill and James B. Stewart); and (8) "The Status of African-Americans: Convergence or Divergence" (James B. Stewart). An appendix lists project study group members and contributors. Each essay contains references. (Contains one figure and two tables.) (SLD)

ED 415 315 UD 032 096

Jennings, James
Missing Links in the Study of Puerto Rican Poverty in the United States. Occasional Paper # 30.
PUB DATE- 95
NOTE- 25p.; Paper based on a presentation to the National Puerto Rican Coalition (Washington, DC, June 22, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Characteristics; *Cultural Differences; *Hispanic Americans; Low Income Groups; *Political Influences; *Poverty; Power Structure; *Puerto Ricans; *Research Methodology; Social History; Urban Problems
IDENTIFIERS- *Unit of Analysis Problems

This paper proposed some limitations on "quantitative-only" research focusing on Puerto Rican poverty in the United States. An overreliance on quantitative data may not allow for a full understanding and awareness of the nature and maintenance of poverty in Puerto Rican communities in the United States. An understanding of Puerto Rican poverty in urban America today requires a broad range of tools and methodological approaches. There are at least three potential research tools that should not be overlooked in the study of Puerto Rican poverty. These tools include social history and the role of power and politics, comparative frameworks, and using "community" as the unit of analysis rather than solely the individual or the family as the unit of analysis. Using these kinds of tools can provide a better understanding of the nature of Puerto Rican poverty and the responses that might be appropriate for this continuing issue. In the case of Puerto Ricans, cultural patterns and behaviors are generally approached as pathological by many researchers. There is a wide gulf between the policy discussions of researchers focusing on poverty in the United States and the concerns and insights offered by poor people regarding their own status. The expansion of involvement of the people themselves will help in the development of new and creative models for overcoming the limitations of current research paradigms. (SLD)

ED 415 316 UD 032 098

McMillen, Marilyn M.; Kaufman, Phillip
Dropout Rates in the United States: 1996.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)

Junior High Schools; Middle Schools; *Parent Participation; Program Evaluation; Program Implementation; Self Esteem; *Urban Schools; Volunteer Training; *Volunteers
IDENTIFIERS- Hogg Foundation for Mental Health TX; *San Antonio Independent School District TX; School Based Services; *School of the Future (Hogg Foundation); Texas (San Antonio)

The Hogg Foundation for Mental Health created the School of the Future (SoF) project to enable selected Texas schools to coordinate and implement school-based social and health services on their campuses and to demonstrate the effectiveness of this method of service delivery by evaluating the project. This booklet focuses on the Parent Volunteer program implemented in the SoF site in San Antonio. The program provides an example of how one community is making a difference for its children and families. Parents were invited to help in the schools, and the Parent Volunteer program soon developed components of volunteer work in the schools, parent education, and fun. Training, which was essential to the program's success, began with the recognition that many of the parents lacked self-esteem. As a result, confidence building was an important element in parent training. The program has flourished. In the first year, volunteers gave 800 hours of service. By the fourth year, volunteer service was beginning to level off at almost 8,000 hours of service a year. Teachers and parents agree that the children like having their parents in school. It has not yet been established that there is a positive effect on academic achievement, but it does seem that children whose parents volunteer do take more advantage of the school's services. Parent volunteers are learning and demonstrating that they can work within the school for positive change. (SLD)

ED 415 334 UD 032 131

Johnson, Charmaine
The Extended School Year Program. Parents' Perceptions.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Extended School Year; Parent Attitudes; Parent School Relationship; *Parents; Public Schools; *Summer Schools; *Time Factors (Learning); *Urban Schools
IDENTIFIERS- *Detroit Public Schools MI

The Extended School Year Program of the Detroit Public Schools (Michigan) is designed to demonstrate that lengthening the school year will produce corresponding changes in student achievement as measured by the Michigan Educational Assessment Program and the Metropolitan Achievement Test. In 1996-97 it was funded by Title I and funds from the Board of Education in 1 high school, 3 middle schools, and 11 elementary schools in Area C of the Detroit schools and an Academy in Area B. Fifteen additional school days were added. This document focuses on parent perceptions of the Extended School Year in the 15 schools of Area C. Eighty-seven percent of the parents responding to a survey (256 respondents) said "yes" when asked if they understood the purpose of the Extended School Year. The majority (252 or 86%) were pleased that their child was enrolled, and 251 (85%) thought that the program helped the child improve academic skills. Most parents thought that children need more time in school, and most parents felt that the school system gave them adequate advance notification about

Travel," "The Natural World," "Outer Space," "Culture and Sports," "Art Museums and Galleries," "Mathematics and Logic," "History and the Natural World," "Science and Industry," "Libraries and Resource Centers," "On-line Classes and Schools," "Meet Famous People," and "Field Trips for Primary Grades." Within each chapter, sites are listed alphabetically by title along with their Internet addresses and brief descriptions of what can be found on them. (AEF)

ED 414 890 IR 018 665

Peto, Erica; Onishi, Esther; Irish, Barbara
Tech Team: Student Technology Assistants in the Elementary & Middle School.
PUB DATE- 98
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; *Cooperative Learning; *Cooperative Programs; Educational Technology; Elementary Education; Learning Activities; Lesson Plans; Middle Schools; Students; *Team Teaching; *Teamwork; Training

A step-by-step manual of worksheets, templates, forms and examples, this comprehensive handbook is designed for librarians, classroom teachers, and technology specialists who are interested in training students to be technology aides. The "Tech Team" program not only systematically outlines how one organizes and manages a support program, but provides an inclusive and detailed set of strategies and lesson plans. Included are chapters on setting the groundwork; defining the members, function and training of a tech team; staff support and student recruiting; organizing the hardware, assigning groups, and establishing responsibilities; tech team training; special needs students as Tech Team members; the Tech Team morale; and student and staff evaluations. Twenty-two lesson plans are provided as well as several appendices of sample forms. (AEF)

DESCRIPTORS- Abstracting; *Access to Information; Cataloging; *Classification; Computers; Documentation; Foreign Countries; Identification; Indexing; Information Processing; *Information Retrieval; Information Seeking; *Information Systems; *Knowledge Representation; Library Technical Processes; Natural Language Processing; Programming Languages; Relevance (Information Retrieval); Search Strategies; Subject Index Terms; User Needs (Information)
IDENTIFIERS- Netherlands

This set of papers offers insights into some of the major developments in the field of classification and knowledge organization, and highlights many of the fundamental changes in views and theories which have taken place during the last 40 years. This document begins with a series of reminiscences from former delegates of the first International Study Conference on Classification Research which took place in Dorking, United Kingdom in 1957, and continues with a collection of 15 papers by classification specialists: "The Need for a Faceted Classification as the Basis of all Methods of Information Retrieval"; "Classification in Information Retrieval: The Twenty Years Following Dorking" (E. J. Coates); "Structure and Function in Retrieval Languages" (B. C. Vickery); "Knowledge Representation: A Brief Review" (B. C. Vickery); "Natural Language Processing for Information Retrieval" (David D. Lewis and Karen Jones Sparck); "The Testing of Index Language Devices" (Cyril W. Cleverdon and J. Mills); "Indexing and Retrieval Performance: The Logical Evidence" (Dagobert Soergel); "Reflections on TREC" (Karen Sparck Jones); "On Information Science" (Carl Keren); "Brief Communication: A Note About Information Science Research" (Gerard Salton); "Unanswered Questions in the Design of Controlled Vocabularies" (Elaine Svenonius); "Needs for Research in Indexing" (Jessica L. Milstead); "Intelligent Text Processing, and Intelligence Tradecraft" (Michael L. Weiner and Elizabeth D. Liddy); "Advanced Searching: Tricks of the Trade" (Peggy Zorn, Mary Emanoil, Lucy Marshall, and Mary Panek); and "What do People Want from Information Retrieval?" (W. Bruce Croft). (SWC)

should be minimized to the largest extent consistent with delivering the services that scholars and the society they serve require. (Contains 25 references.) (AEF)

ED 414 927 IR 056 785

Finholt, Thomas A.; Brooks, JoAnn M.
Collaboratory for Research on Electronic Work. Analysis of JSTOR: The Impact on Scholarly Practice of Access to On-Line Journal Archives.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Conference on Scholarly Communication and Technology (Atlanta, GA, April 24-25, 1997), see IR 056 774.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Archives; Economics; Electronic Libraries; *Faculty Publishing; Higher Education; History; Information Sources; Internet; Nonprint Media; Online Catalogs; Online Systems; Periodicals; Printed Materials; Researchers; *Scholarly Journals; Tables (Data); *Use Studies; *User Needs (Information)
IDENTIFIERS- Digital Technology; Electronic Resources

This study reports on faculty response to the Journal STORage project (JSTOR), an online system for accessing digital back archives of core journals in history and economics. Data were collected about general journal use, Internet use, and JSTOR use via a survey administered to 160 historians and economists at the University of Michigan and at five liberal arts colleges: Bryn Mawr College, Denison University, Haverford College, Swarthmore College, and Williams College. Results show that most faculty do not yet use JSTOR. When JSTOR use occurs, frequency of use is positively related to being male, having a preference for photocopying journal articles, relying on article abstracts when reading journals, and the frequency of searching online card catalogs. Increased numbers of journal subscriptions and affiliation with an economics department are negatively related to the frequency of JSTOR use. The findings suggest that faculty may be willing to substitute access to digital journal back archives for access to bound journals, but this willingness may vary by discipline. Ten tables present statistics. Contains 16 references. (Author)

included. (SWC)

ED 414 945 IR 056 803

Finley, Mary M.
Community Group Involvement in a Fund Raising Project for a University Library: Examples from "A Trial for the Books".
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Community Involvement; Financial Support; *Fund Raising; Higher Education; Library Administration; Library Extension; *Library Funding
IDENTIFIERS- *California State University Northridge; *Dogs

This paper describes a unique library fund raiser at California State University (Northridge). "A Trial for the Books" was a dog agility trial held on April 26-27, 1996 as a benefit for the university's Oviatt Library. The event was hosted by West Valley DogSports, a community group. The event raised approximately $2,500 for the library's collection, with minimal commitment of library staff time and energy. Dog agility is a competitive event in which competitors seek to achieve titles for performances meeting specific standards set by recognized dog organizations. Local businesses and others with an interest in dog agility were offered advertising in the event's printed catalogs in exchange for a donation to the Friends of the Oviatt Library. Other companies donated items necessary for the trial, thereby reducing the expense of putting on the event. Additional funds were raised through a donation program known as the Honored Scholar Dogs. In exchange for a donation by their owners, dogs were honored on a special list in the event's printed catalogs. This event serves as a model of how other community interest groups might find ways to hold mutually beneficial events in conjunction with the library. Appendices include letters and forms used to solicit donations. (Author/SWC).

and marketing tool. It then describes the preparatory work involved in writing the handbook, and suggests using handbooks from other institutions as guidelines. Next, it details handbook contents, which should include an institutional mission statement, a student profile, support services, faculty responsibilities, policies and procedures, contact numbers, and the distance learning syllabus. The next section defines faculty responsibilities: understanding course materials, developing a syllabus, scheduling on-campus meetings, communicating regularly with students and the distance learning office, testing procedure development, and keeping records. Support staff responsibilities may include marketing distance learning courses, distributing syllabi and course materials, and providing technical services and course evaluations. Finally, the handbook should list general policies and procedures, such as faculty assignments, class sizes, and distance learning delivery methods. (YKH) institutions, reviewing two successful and three unsuccessful efforts and highlighting lessons from the experience. The final section reviews the benefits and risks of establishing an ET-based program for students, faculty, and the institution and reviews essential elements for program success, including appropriate faculty, collaboration between partner institutions, leadership from the top, adequate funding, the use of faculty teams, and suitable curriculum. An appendix provides a list of donors to the program from 1985 to 1996. (Contains 47 references.) (BCY)

ED 414 984   JC 980 059

Gittman, Elizabeth; Plumer, Davenport
Retention Strategies at an Open Enrollment Commuter College.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; Dropout Characteristics; *Dropout Prevention; Educational Attainment; *Educational Counseling; Educational Strategies; High Risk Students; Higher Education; Institutional Mission; *Required Courses; *School Holding Power; *Student Attrition; Student Characteristics; *Student Placement; Technical Institutes; Two Year Colleges
IDENTIFIERS- *New York Institute of Technology

The undergraduate population at the New York Institute of Technology (NYIT), an open enrollment four-year commuter college, is highly vulnerable to attrition. Fifty-two percent of the students enrolled between July 1, 1991 and July 1, 1995 either did not graduate after 4 years or did not return to school. In response, the college has developed academic, counseling, and administrative approaches to improving retention. Academic approaches include required placement tests and college success classes for all incoming students; an early warning system to contact students who show signs of academic weakness; individualized and group remediation sessions; and off-site classes, convenient scheduling, and interactive video classes to make attending class as easy as possible. Counseling approaches include the availability of professional private counseling services, as well as required exit interviews with counselors for students who request to transfer financial aid to another institution. Finally, the development of an Interdisciplinary Studies major allows students to apply the maximum number of credits to a bachelor's degree, and provides another option for students on academic probation in other programs or those who have not decided what to study. A table showing graduation rates from 1989 to 1994 is attached. (BCY)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)

DESCRIPTORS- Attachment Behavior; Brain; Child Health; Cognitive Development; Day Care; Discipline; Early Experience; *Infant Behavior; *Infant Care; *Infants; Nutrition; *Parent Child Relationship; *Parent Role; Self Esteem

IDENTIFIERS- *Brain Development; Security of Attachment

New research in brain development reveals the vital importance of the relationship between caregiver and child in the critical first years of life. This videotape explores the role of parents in stimulating early childhood development. The approximately 29-minute videotape discusses: (1) attachment and the role of touch in creating a bond between parent and infant; (2) communication, specifically the child's nonverbal cues and the importance of parents' speaking, singing, and reading aloud to the child's development and language acquisition; (3) health and nutrition, including child safety and the role of the pediatrician; (4) discipline, responding to the child so he or she learns that the world is safe and predictable, and how to regulate his or her own emotions; (5) self-esteem, noting that a strong sense of self is essential to healthy development, and that each child is unique and should be encouraged to explore the world and express his or her feelings; (6) child care, including indicators of quality to look for when selecting a day care program; and (7) self-awareness, noting that in order to take care of an infant, parents must also take care of themselves, make time and energy to devote to the child, ask for help when needed, and not put undue pressure on themselves to be perfect parents. (MTH)

Learning how to think is essential for children to grow into responsible citizens and contribute to society. Schools need curricula that support a variety of thinking strategies as students read, write, and study content-area subjects, and learn to evaluate and manage what they do. This book for teachers provides a framework for creating a thinking classroom by building thinking strategies, integrating thinking across the curriculum, and creating independent learners. The chapters, each of which contain a summary and/or references, are as follows: (1) "Overview of Thinking Strategies," including models of thinking, and types of thinking strategies; (2) "Addressing the Needs of Diverse Learners," including modalities and learning styles, and Gardner's theory of multiple intelligences"; (3) "Creating a Supportive Classroom Environment," dealing with both the physical environment and the emotional climate; (4) "Valuing the Social Nature of Learning," including the significance of talk for thinking and types of collaboration; (5) "Connecting Thinking to Reading and Writing," including metacognition, thinking processes related to reading, and types of writing that stimulate thinking; (6) "Questioning Strategies," exploring the value of questioning and various types of questions; (7) "Integrated Learning with Themes," connecting mathematics and writing, science and reading, and thinking and movement, the creative arts, and language arts; (8) "Children's Literature as a Pathway to Thinking," including reader response theory, and selecting books that promote thinking; (9) "Graphic Organizers," detailing types of graphic organizers and how to use them in teaching; (10) "Using Technology to Stimulate Thinking," covering computers and television and VCRs; (11) "Developing a Sense of Responsibility," including self-evaluation and thinking beyond the classroom; (12) "Preparations for Professional Development," including needs assessment and steps for planning, such as setting goals and identifying facilities and resources; (13) "Strategies for Conducting Professional Development," including peer coaching, group work, and evaluation; and (14) "Professional Development Activities, with activities corresponding to each of the preceding chapters. The book's three appendices list videotapes for professional development; kits, software, and other materials for students, and publisher contacts. (HTH)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; Diaries; *English (Second Language); *Migrant Adult Education; *Migrant Workers; Second Language Instruction; Teacher Student Relationship; *Teaching Experience
IDENTIFIERS- *Boards of Cooperative Educational Services; Survival Language; Teacher Journals

Since 1971 the BOCES Geneseo Migrant Center (New York) has been serving migrant farmworkers through an in-camp learning program. Teams of instructors provide survival-based instruction in English as a second language (ESL) and adult basic education to interested migrant adults and out-of-school youth. The instruction is provided in the migrant camps and homes, two evenings per week. The journal author has been travelling to these camps as an instructor since 1993. This publication includes excepts from her journal kept during the 1994 and 1995 seasons and describes her work at Seneca Castle and the Blue Eagle Camp. She used time after the evening meal, usually after the workers had been harvesting crops all day, to help them develop whatever skills they required individually, from basic math and making correct change to filling out forms in English or attempting to get a driver's license. She spoke very little Spanish so she taught using games like Bingo and UNO, or learning exercises involving naming objects. She took pleasure in small but important gains in her students' skills, such as writing their own names. One is left with the impression that the program was very rewarding not only for the students but the teacher as well. (TSP)

LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Attainment; *Employment Level; *Family Income; Place of Residence; Public Policy; Rural Areas; *Rural Development; Rural Farm Residents; Rural Nonfarm Residents; Rural to Urban Migration; *Rural Urban Differences; *Rural Youth; Social Stratification; Sociocultural Patterns; Socioeconomic Status; Tables (Data)
IDENTIFIERS- General Social Survey; *Life Chances; Long Term Effects; National Longitudinal Study High School Class 1972

This report examines the extent and process by which rural origins may affect socioeconomic attainments in adulthood and how these "costs" have changed during this century. Introductory sections review research and theories of rural differentiation and stratification and the history of major federal policy initiatives for rural development. Data are drawn from the General Social Surveys, 1972-94, (categorized to provide data on cohorts of 16-year-olds during major periods of rural development policy--1900-20, 1921-32, 1933-40, 1941-52, 1953-66, and 1967-80) and the National Longitudinal Survey (NLS-1972) of high school seniors in 1972 traced into mid-adulthood. The NLS-1972 database was used to estimate a social psychological model of status attainment. Migration variables were then added to the model to determine whether rural youth could "migrate away" from the social costs of their origins. Across the major periods of rural development policy, rural-associated deficits in completed education showed a clear decline. Moreover, education is the conduit by which rural origins influence occupational status. However, family income continued to show rural-associated deficits, especially for rural nonfarm residents. The model suggests that reduced expectations of family and friends influence the educational planning and eventual status attainment of rural youth. Trends in migration effects were inconsistent. Implications for public policy issues involving rural development programs are discussed. Contains 79 references and extensive statistical tables. (Author/SV)

(150)
DESCRIPTORS- Foreign Countries; Government Role; *Language Attitudes; *Language Maintenance; *Maori; *Marketing; *Public Opinion; *Public Policy; Social Attitudes; Social Status
IDENTIFIERS- Language Policy; *New Zealand

Although the New Zealand government is spending millions of dollars to teach the Maori language in preschool language nests and immersion primary schools, its language policies are unlikely to succeed because they do not address the perceived low social status of the language. A marketing paradigm outlines how language can be viewed as a product and promoted to a target audience along with appropriate distribution and price (costs in personal energy and potential ridicule). As with any product, the enhancement of a language's status can be planned; the first step is a situation analysis, in this case a survey of Maori usage and related public opinion. A 1990 survey of 225 New Zealand adults (14 percent Maori) found that although most respondents had little or no understanding of Maori, two-thirds agreed that the language has a place in contemporary New Zealand society. Support for this statement was higher among younger than older respondents. One-third of respondents (84 percent of Maoris and 25 percent of non-Maoris) were willing to make a personal effort for Maori language survival. In 1995, the declaration of Maori Language Year aimed to encourage Maori people to learn and use the language, celebrate the language's place in New Zealand history and society, and generate goodwill toward the language among the wider New Zealand population. The Year was celebrated by a large number of New Zealanders, and it appears that the public's passive tolerance of the language in contemporary society will allow its active and explicit promotion. Contains 11 references. (SV)

Specifically, the study contrasted the mean scores of students having an RI of 0, 8, and 12 months on a pre-review, post-review, and end-of-course test in precalculus. The study also examined qualitatively the instructional strategies used by teachers to eliminate the effects of the retention interval for all students beginning a new course of mathematics study. This study was conducted in two suburban high schools with at least 4 years of experience using a 4 X 4 block schedule. The sample for the quantitative component included all students, honors and merit, enrolled in precalculus. The sample for the qualitative component included precalculus teachers in both high schools. Initially on the pre-review test (multiple choice component), the mean score of students with an RI of 0 months was significantly higher than that of those with an RI of 8 or 12 months. Following a four-week review period, there was a significant difference in mean scores between students with an RI of zero months and 12 months. On the pre-review and post-review (performance-based assessment) there was no significant difference among the groups of students by RI. Notably, by the end course in precalculus, a final test administered to all three groups showed no significant difference among the students by RI on either the multiple choice or the performance-based assessment. In examining RI effects by different ability levels, there was no significant difference in the mean scores for precalculus merit students on the measure used as was also noted for all students regardless of ability. The same was true for precalculus honors students. Instructional strategies employed by teachers in reviewing Algebra 2 skills and concepts were the same as those associated with a traditional high school schedule. Contains 90 references. (Author)

Assessment; *Science Instruction; *Self Evaluation (Individuals); Student Evaluation; Teaching Methods

Changes in assessment practices are central to ongoing reform efforts in science and mathematics education. The education community is currently focused on new ways to measure, evaluate, and report students' progress toward standards and learning goals. The focus of this publication, using assessment for informing and improving instruction is not only key to effective teaching and learning but also serves as a fundamental building block for other evaluation activities. Embedded in instruction, assessment for this purpose requires a simultaneous focus on what students are doing and learning, and how teachers are guiding the students and facilitating learning. This document includes a summary of research and current literature on the topic, a discussion of effective strategies, an annotated listing of organizations, and print and electronic resources. Contains 34 references. (Author/ASK)

ED 415 115 SE 061 103

Taylor, Pamela A.
Using Writing Journals in the Mathematics Class.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; *Content Area Writing; Elementary Secondary Education; Integrated Activities; *Interdisciplinary Approach; *Journal Writing; *Mathematics Education
IDENTIFIERS- *Mathematical Communication

The fourth goal in the 1989 "Curriculum and Evaluation Standards for School Mathematics" by the National Council of Teachers of Mathematics (NCTM) is for students to learn to communicate mathematically. The call for this implies that students should be given opportunities to use all communication vehicles available. Writing journals is a vehicle for communication that mathematics teachers can easily integrate in their classrooms thereby helping students not only to learn but also aid the development of their mathematical communication skills. It is the position of this paper to support the premise that writing stimulates and enhances learning. The use of writing journals in the mathematics classroom will help students learn to communicate mathematically and provide a medium in which to use mathematical terminology for explaining concepts and applications thereby developing and clarifying their understanding. Students are not the only ones to profit from writing journals, as indicated by experts, writing journals can also be an instructional tool for teachers. Contains 19 references. (Author/NB) summarizing the lessons in the context of debate about centralization and decentralization. Sections of the book include: (1) "Communities and Their Characteristics"; (2) "Scale, Motivation, and Nature of Community Financing"; (3) "Mechanics of Community Financing"; (4) "Policy Issues Confronting Governments"; (5) "Government Incentives, Guidance, and Controls"; (6) "Challenges and Risks"; (7) "Monitoring and Evaluation"; and (8) Conclusion. (Contains an 87-item list of references.) (EH)

ED 415 137   SO 027 615

Stetson, Elton G.
Current Trends in State Curriculum Reform: A Comparison of Two Opposing National Models.
PUB DATE- 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Core Curriculum; *Curriculum Development; Elementary Secondary Education; Social Studies; State Curriculum Guides; *State Standards
IDENTIFIERS- California; Kentucky; South Carolina; Vermont

This reports presents a detailed description of curriculum reform efforts in four states that exemplify particular approaches to developing curriculum. In California and South Carolina, curriculum standards are influenced most heavily by subject-matter professionals through a top-down process; the lay public is asked to review and make recommended changes only after the standards are drafted. In Vermont and Kentucky, development of core curriculum begins with the lay public in statewide forums, with drafting committees then formed at the state level to translate those recommendations into curriculum standards. These two approaches to curriculum development are highlighted in the report. The paper identifies the two approaches as an intellectual elite approach (California and South Carolina) and a populist approach (Kentucky and Vermont). Five mechanisms that state level governing bodies could use to promote and support what schools do to improve academic learning include: 1) provide incentives to encourage the planning and implementation of reform; 2) contribute knowledge to the school reform process; 3) help focus schools' attention on desired learning outcomes and provide feedback; 4) provide assistance to schools wanting to redesign programs to improve student learning; and 5) replace traditional regulations imposed at the state level by assessment systems that hold schools accountable for student achievement (Lusi, 1994). (Contains 33 references.) (EH)

Elementary Education; Geography; History; Learning Strategies; Multicultural Education; *Social Studies; *Student Development; *Teacher Education; Textbook Content; Textbooks

This book presents three models for teaching social studies to young children, each of which is based on use of the senses, concrete experiences, and opportunities to discuss observations. The models can be used as needed with children at differing levels since each addresses a particular level of development. The book focuses on a cognitive developmental approach but also incorporates the knowledge derived from social learning theory and behavioral learning theory. Examples are provided for teaching social studies in such traditional subjects as history and geography, as well as in economics and multicultural education. Chapter titles include: (1) "The Social Studies and the Child"; (2) "An Introduction to Young Children and the Curriculum"; (3) "An Introduction to Instructing Young Children"; (4) "The Social Exploration Model"; (5) "The Experimental Model of Teaching"; (6) "The Concept Attainment Model"; (7) "Planning for Teaching" (Sandra Bradford DeCosta); (8) "Evaluating and Meeting Children's Needs"; (9) "The Multicultural Life of the Child" (Theresa McCormick); (10) "Psychology and Values in Young Children"; (11) "The Child's Sense of History"; (12) "The Young Geographer"; (13) "The Young Child as a Consumer" (Cynthia Szymanski Sunal; Barbara Hatcher); (14) "The Child's Awareness of Aging, the Elderly, and Death" (Mary Haas; Alice Galper); (15) "Using Resources to Teach the Social Studies" (Sandra Bradford DeCosta); and (16) "A Listing of Resource Materials for the Social Studies" (Barbara Hatcher). (EH)

all regions. Seven appendixes include data on students completing preparation for teacher certification at different types of institutions, a map of Kansas geographic regions, a sample pre-survey letter, and a sample questionnaire. (Contains 3 charts and 7 tables). (SM)

ED 415 185 SP 037 691

Teacher Supply and Demand in Kansas Public Schools. Twelfth Annual Survey.
PUB DATE- 91
NOTE- 62p.; For other annual surveys, see SP 037 690-697.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Elementary Secondary Education; *Employment Opportunities; *Employment Patterns; *Public School Teachers; *Public Schools; School District Size; Special Education Teachers; State Surveys; Tables (Data); *Teacher Shortage; *Teacher Supply and Demand; Teaching (Occupation)
IDENTIFIERS- *Kansas

This 12th annual survey examined teacher and school administrator supply, employment opportunities, and differences by region and school district size. Questionnaires were sent to the Kansas Unified School District superintendents; nonrespondents were surveyed by telephone. Usable results came from all 304 school districts. For special educators, data were sought about vacancies not included in any special education cooperative; data about special education cooperative vacancies came from the Kansas Department of Education special education vacancy report. The results were organized to show numbers of vacancies and perceived teacher supply by geographic region and school district size. The study found: a surplus of elementary classroom and physical education teachers, a slight shortage to adequate supply of secondary teachers, an adequate supply to slight surplus of administrators, and a shortage of special educators; similar elementary employment opportunities throughout regions and by district size; similar secondary and administrative opportunities by region but differing by district size; and similar special education opportunities in all regions. Seven appendixes include data on students completing preparation for teacher certification at different types of institutions, a map of Kansas geographic regions, a sample pre-survey letter, and a sample questionnaire. (Contains 3 charts and 7 tables). (SM)

Klecker, Beverly

Male Elementary School Teachers' Ratings of Job Satisfaction by Years of Teaching Experience.

PUB DATE- 97

NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12, 1997).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Education; *Elementary School Teachers; *Job Satisfaction; *Males; National Surveys; Public Schools; *Sex Differences; *Teacher Attitudes; *Teaching Conditions; Teaching Experience

This cross-sectional, descriptive study explored seven aspects of elementary teachers' job satisfaction across six categories of years of teaching experience and by gender. Surveys were mailed to 4,428 elementary teachers in 129 Ohio restructuring public schools. The surveys collected demographic data and measured job satisfaction using the National Followup Survey of Teacher Education Graduates. The return rate was 42 percent (N=1,877). All teacher ratings of job satisfaction were positive and differences were of degree rather than kind. Two-way ANOVA found no statistically significant interaction effects by gender and years of teaching experience on any items or total scale score. There were no statistically significant differences by gender or years of teaching experience in ratings of satisfaction with salary, opportunities for advancement, degree of autonomy/decision making, general working conditions, or total scale score. Teachers with over 26 years of teaching experience rated their satisfaction with interactions with colleagues higher than did teachers in the five other categories. Females rated satisfaction higher than males on job challenge, interaction with colleagues, and interaction with students. Both male and female teachers rated their satisfaction with teaching positively on all seven aspects. (Contains 4 tables and 14 references). (Author/SM)

Teachers in targeted PE classes displayed concerns about students' abilities to self-assess when evaluating class participation. Researchers surveyed teachers and students at the beginning of the semester and found that both groups believed student participation should be part of students' grades. Most students believed they should share in evaluating their participation. Teachers rarely incorporated student self-assessment in their classrooms, and students rarely practiced self-assessment in class. Strategies researchers developed to help students become involved in self-assessment included: understanding what was expected of them through checklists/rubrics; learning cooperatively; setting goals; and keeping journals. An 18-week intervention used the four strategies. Pre- and post-intervention assessment of student surveys, review of anecdotal notes and student journals, and monitoring of checklists/rubrics indicated a rise in the percentage of students who felt participation should be part of their PE grade. Results suggested that cooperative strategies were essential, participation checklists/rubrics increased students' understanding of teacher expectations, journals promoted reflection, and goal setting made students more focused. Six appendixes present the teacher and student surveys, participation checklist/rubric, sample student journal, prediction card, and student survey results. (Contains 9 figures, 2 tables, and 21 references). (SM)

27 references.) (SLD)

ED 415 240 TM 027 884

Tymms, Peter; Williams, Dyfrig
Baseline Assessment and Value-Added. A Report to the School Curriculum and Assessment Authority.
SPONS. AGENCY- School Curriculum and Assessment Authority, Hayes (England).
PUB DATE- 96
NOTE- 71p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Educational Experience; Elementary Education; Elementary School Curriculum; Evaluation Methods; Evaluation Utilization; *Feedback; Foreign Countries; *School Districts; School Readiness; Standardized Tests; Tables (Data); *Test Use
IDENTIFIERS- *Baseline Data; England; Local Education Authorities (United Kingdom); *Value Added

This report looks at the extent to which it was possible, using data from 1994 and 1995, to provide value-added scores for schools in three Local Education Authorities (LEAs) in England. The number of terms students spend in school and their academic progress are reviewed, and the responses of the LEAs to the summary of issues related to value-added are reported. Data come from three LEAs: Avon, Bexley, and Wandsworth. Avon used areas of experience in assessing children on entry, while Beckley used the British Picture-Vocabulary Scale, and Wandsworth, the Linguistic Awareness and Reading Readiness assessment with checklists in English, mathematics, and science. Each of the different baseline measures was matched to Key Stage 1 (KS1) results. For each LEA, the baseline and other data were used as "controls" in multilevel models in which the outcome measures were the KS1 assessments. The information they collected at the time of the entry assessment often made statistically significant contributions to the multilevel models, but they added nothing to the calculation of the value-added measures for the schools once the baseline scores had been taken into account. Data from this study suggest that it would be inappropriate to introduce a national baseline assessment for use in a value-added scheme at this time. Other data from the report suggest that an early start in school advances the educational attainment of students. Twenty-five percent of LEAs sent in written response to the summary of findings from the survey on baseline assessment, and these responses made it clear that there is considerable commitment to high quality baseline assessment by local authorities. Appendixes present KS1 data and a summary of findings from the survey on baseline assessment. (Contains 37 tables, 12 diagrams, and 10 figures.) (SLD)

ED 415 260 TM 027 949

Jones, Linda T.; Blendinger, Jack

Preparing Future School Administrators To Reach Out to Families through Action Research.

PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (26th, Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Administrator Education; Administrators; Elementary Education; *Family Involvement; Graduate Students; Higher Education; *Parent Participation; Parent Teacher Conferences; Parent Teacher Cooperation; Principals; *Research Methodology; *School Administration; Teaching Methods

This paper focuses on the role that action research can serve in preparing future school administrators to involve families in their children's education. For purposes of the paper, action research is defined as structured field-based investigations conducted in field environments that engage teachers preparing to become school administrators in authentic learning experiences. The action research project discussed in this paper was assigned to 24 students enrolled in the principalship course at Mississippi State University in the 1996-97 school year. They worked in research teams of four or five students. Each team was required to select an elementary school and study the school's parent involvement in relation to: (1) parent-teacher organization; (2) back-to-school night; (3) parent-teacher conferences; (4) volunteers; and (5) school newsletter. Teams wrote papers on their findings in each of these areas, and papers were shared in class. The high level of student interaction and discussion that took place among the members of the five teams as they looked for consensus and closure on their findings indicated that significant affective learning occurred. When students were asked to rate their participation in the action research experience, 18 of the 24 called it "excellent," 5 said "very good," and 1 called it satisfactory. Action research can serve an important function in preparing future school administrators to involve families in their children's education. (Contains nine references.) (SLD)

NOTE- 31p.; Paper presented at the Annual Meeting of the Illinois Association for Institutional Research (Chicago, IL, November 6-7, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Freshmen; Educational Assessment; Educational Background; General Education; Grades (Scholastic); High School Seniors; High Schools; Higher Education; *Mathematics; Predictor Variables; *Sciences; *Self Concept; Self Evaluation (Individuals); Tables (Data)
IDENTIFIERS- *Noncognitive Attributes

The purpose of this study was to assess the efficacy of academic background and noncognitive variables as predictors of student achievement in science and mathematics. Participants in this study were 9,802 students who began as new freshmen during 5 consecutive fall semesters and took at least 1 of 14 frequently taken mathematics and science general education courses. Significant relationships between entering academic characteristics, self-appraisals of ability and achievement expectancies, and grade performance were noted. In addition, a number of high school senior-year activities were related to later grade performance. These findings provide direction for future assessments of students' mathematics and science outcomes. An appendix discusses the entering academic characteristics, including American College Testing program scores. (Contains 14 tables and 21 references.) (Author/SLD)

are black, and few are in senior positions. The report on the concerns of black citizens is supplemented by two essays: (1) "The Role of School Management in the Exclusion of Black Pupils" by Europe Singh; and (2) "The Psychological Effects of Exclusion on Black Pupils, Parents, and the Black Community" by Ken McIntyre. Recommendations from the conference are presented. These center on further study of the problem, review of curriculum, promotion of parent participation, and assistance in helping schools reduce exclusions. Seven appendixes present press releases and articles related to the conference and the exclusion problem and other reports on these issues. (SLD)

ED 415 297   UD 032 075

Partnerships for High Standards. Putting Knowledge to Work. Successful Strategies Series.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Business Responsibility; Cooperation; Corporate Support; *Education Work Relationship; Elementary Secondary Education; *Partnerships in Education; *School Business Relationship; *Standards; Vocational Education

This brochure highlights the proceedings of a meeting that took place on November 14, 1996 in Minneapolis (Minnesota). The purpose of the meeting was to share the latest information, research, and materials on academic and skill standards and school-to-work initiatives. As part of the "Successful Strategies" series, this brochure provides business leaders and coalitions with information and resources they can use to support achievement in their own communities. Employers and businesses have a responsibility to play an active role in providing educators, parents, and students with accurate and up-to-date information about what the changing workplace requires for success. The three elements they must promote, described in some detail, are: (1) academic standards; (2) skill standards; and (3) school-to-work initiatives. Various examples are given in action profiles of programs that promote achievement in these areas. A list of resources gives contact information for help in each of these areas. Excerpts are given from conference speeches by Lawrence Perlman and Arne Carlson, Governor of Minnesota, both on school-to-work partnerships. (SLD)

DESCRIPTORS- Black Students; Census Figures; Comparative Analysis; *Dropout Rate; *High School Graduates; High School Students; High Schools; *Hispanic Americans; *Low Income Groups; National Surveys; *Racial Differences; School Holding Power; Socioeconomic Status; Tables (Data); Urban Youth; White Students

This report, ninth in a series, presents data for 1996 on high school dropout and persistence rates, and examines high school completion and graduation rates. In addition to extending time series data reported in earlier years, the report focuses on the characteristics of high school dropouts and school completers in 1996. Although the reporting of dropout statistics is no longer required by law, this report has been continued because of the importance of charting dropout behavior among America's youth. It is based on the best and most current data available, including the Current Population Survey of the Bureau of the Census. Five of every 100 young adults enrolled in high school in October 1995 left school before October of 1996 without completing a high school program. This estimate of 5% is on a par with those reported over the last 10 years. A larger percentage of Hispanic students, compared with Whites, leave school short of completing a high school program. Although the 6.7% rate for Black students falls between the rate of 9.0% for Hispanics and 4.1% for Whites, the differences are not significant. In addition, Hispanic young adults without a high school credential have completed less schooling than Black and White dropouts. In 1996, young adults living in families with incomes in the lowest 20% of all family incomes were twice as likely to drop out as their peers from families in the top 20%. While 96% of young adults from families with high incomes had a high school diploma, only about 75% of youths from low-income families reached this goal. Some young people re-enroll or complete high school credentials through alternative routes. The percent holding alternative certification has doubled from 4.9% in 1990 to 9.8% in 1996. These changes hold true throughout the country. Appendixes contain standard error and time series tables, technical notes, and supplemental tables. (Contains 17 tables and 5 figures.) (SLD)

ED 415 317   UD 032 099

Cushing Public Schools Comprehensive Local Education Plan. Alternative Education.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Programs; *Dropout Prevention; Dropouts; *Drug Education; Elementary Education; Enrichment Activities; Fine Arts; High Risk Students; *High School Students; High Schools; Leadership Training; Middle Schools; *Nontraditional Education; *Peer Relationship; Public Schools; Service Learning
IDENTIFIERS- *Cushing Public Schools OK

The Cushing (Oklahoma) Public Schools have had an annual dropout

the program. Most parents (246 or 84%) agreed that parental support is necessary to ensure the successful operation of the Extended School Year, and 228 thought that parents in the area were supportive of the Extended School Year. However, only 77% of respondents (228) responded that they would like their child's school to have an extended year next year. Many parents thought that the buildings needed air conditioning in the summer and that the extension interfered with family vacation time. Other expressed the need for more homework and activities, and regretted that other schools do not participate, which creates distractions for participating students. It is recommended that the physical environment be improved when possible, and that the early notification of parents, staff, and students be continued. An appendix gives parent responses in table form by school. (SLD)

Abdal-Haqq, Ismat

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(142) Reports - Evaluative

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Restructuring Academic Libraries: Organizational Development in the Wake of Technological Change. ACRL Publications in Librarianship No. 49.	289p.	L3	ED 414 942
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4p. L1 ED 414 448

(132) Reference Materials - Directories/Catalogs

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65p. L1 ED 414 956

Directory of Vocational Rehabilitation Service Projects for American Indians, 1997-98. Revised.
17p. L1 ED 415 051

Excellence & Accountability in Teaching. A Guide to U.S. Department of Education Programs and Resources.
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Fetal Alcohol Syndrome Resource Guide.
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Fiscal Officer Training Workshop, 1997. Participant's Guide.
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Florida Library Directory with Statistics, 1997.
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Indian Vocational Education Program (CFDA 84.101) Abstracts and Directory.

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(053) Guides - Non-Classroom

1998-99 Title IV School Code List,1998-99.	98p.	L1	ED 414 817
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(072) Book/Product Reviews

Kids Review Kids' Books: 375 Reviews of Favorite Books That Get Children To Read and Read and Read! Grades 2-5.
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A Practical Guide to Internet Filters. A Neal-Schuman Special Report. Neal-Schuman NetGuide Series.
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(140) Reports - General

Child Abuse and Neglect: A Look at the States. CWLA Stat Book, 1997.
219p. L3 ED 415 006

Complementary, Not Contradictory: The Spurious Conflict between Qualitative and Quantitative Research Methodologies.
10p. L1 ED 415 245

Consultation on Workplace Literacy (Ottawa, Ontario, Canada, June 11-12, 1997). A Report = Consultation sur l'Alphabetisation en Milieu de Travail (Ottawa, Ontario, Canada, 11-12 juin 1997). Rapport.
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21p. L2 ED 415 297

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Consortial Access versus Ownership.	27p.	L1	ED 414 938
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Coyote as Reading Teacher: Oral Tradition in the Classroom.	12p.	L1	ED 415 064
Creating Rubrics through Negotiable Contracting.	26p.	L1	ED 415 139
The Cross Currents of Technology Transfer: The Czech and Slovak Library Information Network.	20p.	L1	ED 414 937
Culture and Context: The Border School Principalship.	13p.	L1	ED 414 621

AA - ERIC Processing and Reference Facility

AA001292	ED414404

CE - Adult, Career, and Vocational Education

CE071922	ED414405
CE073159	ED414406
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SP - Teaching and Teaching Education

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TM - Assessment and Evaluation

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CG - Counseling and Student Services

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UD - Urban Education

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CS - Reading, English, and Communication

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EA - Educational Management

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EC - Disabilities and Gifted Education

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EF - Eric Facility

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FL - Language and Linguistics

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HE - Higher Education

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IR - Information and Technology

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IR056813	ED414953
IR056814	ED414954//
IR056816	ED414955
IR056817	ED414956
IR056818	ED414957//
IR056819	ED414958//

JC - Community Colleges

JC960590	ED414959
JC970528	ED414960
JC970580	ED414961

JC980021	ED414962
JC980022	ED414963
JC980030	ED414964
JC980036	ED414965
JC980038	ED414966
JC980039	ED414967
JC980040	ED414968
JC980041	ED414969
JC980042	ED414970
JC980043	ED414971
JC980044	ED414972
JC980045	ED414973
JC980046	ED414974
JC980047	ED414975//
JC980049	ED414976
JC980051	ED414977
JC980053	ED414978
JC980054	ED414979
JC980055	ED414980
JC980056	ED414981
JC980057	ED414982
JC980058	ED414983
JC980059	ED414984
JC980060	ED414985
JC980061	ED414986
JC980062	ED414987
JC980063	ED414988
JC980064	ED414989
JC980065	ED414990

PS - Elementary and Early Childhood Education

PS023135	ED414991
PS024205	ED414992
PS025077	ED414993
PS025347	ED414994
PS025349	ED414995
PS025360	ED414996
PS025428	ED414997
PS025508	ED414998
PS025706	ED414999
PS025927	ED415000//
PS025946	ED415001
PS026008	ED415002//
PS026038	ED415003
PS026040	ED415004
PS026042	ED415005
PS026043	ED415006//
PS026048	ED415007
PS026058	ED415008
PS026069	ED415009//
PS026070	ED415010//
PS026071	ED415011
PS026072	ED415012//
PS026077	ED415013
PS026083	ED415014//
PS026084	ED415015//
PS026111	ED415016
PS026113	ED415017
PS026114	ED415018
PS026115	ED415019
PS026116	ED415020//
PS026117	ED415021//
PS026134	ED415022

PS026135	ED415023
PS026138	ED415024
PS026139	ED415025
PS026141	ED415026//
PS026142	ED415027//
PS026143	ED415028
PS026144	ED415029
PS026146	ED415030
PS026147	ED415031//
PS026150	ED415032//
PS026161	ED415033
PS026217	ED415034//

RC - Rural Education and Small Schools

RC021179	ED415035
RC021203	ED415036
RC021204	ED415037
RC021227	ED415038
RC021228	ED415039
RC021230	ED415040
RC021233	ED415041
RC021234	ED415042
RC021237	ED415043
RC021257	ED415044
RC021260	ED415045
RC021261	ED415046
RC021263	ED415047
RC021264	ED415048
RC021304	ED415049
RC021307	ED415050
RC021312	ED415051
RC021313	ED415052
RC021315	ED415053
RC021317	ED415054//
RC021319	ED415055//
RC021321	ED415056
RC021326	ED415057
RC021328	ED415058
RC021329	ED415059
RC021330	ED415060
RC021331	ED415061
RC021332	ED415062
RC021333	ED415063
RC021334	ED415064
RC021335	ED415065
RC021336	ED415066
RC021337	ED415067
RC021338	ED415068
RC021339	ED415069
RC021340	ED415070
RC021341	ED415071
RC021342	ED415072
RC021343	ED415073
RC021344	ED415074
RC021345	ED415075
RC021346	ED415076
RC021347	ED415077
RC021348	ED415078
RC021349	ED415079
RC021350	ED415080
RC021351	ED415081
RC021352	ED415082
RC021353	ED415083

RC021363	ED415084
RC021364	ED415085
RC021366	ED415086//

SE - Science, Mathematics, and Environmental Education

SE058363	ED415087
SE060869	ED415088
SE060888	ED415089
SE060912	ED415090
SE060950	ED415091
SE060953	ED415092
SE060954	ED415093
SE060964	ED415094
SE060993	ED415095//
SE061004	ED415096
SE061024	ED415097
SE061025	ED415098
SE061026	ED415099
SE061027	ED415100
SE061029	ED415101
SE061030	ED415102
SE061034	ED415103//
SE061035	ED415104
SE061036	ED415105
SE061037	ED415106
SE061059	ED415107
SE061060	ED415108
SE061068	ED415109
SE061073	ED415110//
SE061075	ED415111
SE061076	ED415112
SE061082	ED415113
SE061102	ED415114
SE061103	ED415115
SE061107	ED415116
SE061108	ED415117//
SE061113	ED415118
SE061124	ED415119

SO - Social Studies/Social Science Education

SO025072	ED415120
SO025725	ED415121//
SO026772	ED415122
SO026866	ED415123//
SO027127	ED415124
SO027128	ED415125
SO027160	ED415126//
SO027166	ED415127//
SO027167	ED415128//
SO027404	ED415129//
SO027407	ED415130
SO027415	ED415131
SO027429	ED415132//
SO027595	ED415133
SO027596	ED415134
SO027597	ED415135
SO027598	ED415136
SO027615	ED415137
SO027616	ED415138
SO027632	ED415139
SO027808	ED415140
SO027809	ED415141

SO027810	ED415142
SO027870	ED415143
SO027871	ED415144
SO027873	ED415145
SO027917	ED415146
SO027956	ED415147
SO027957	ED415148
SO027963	ED415149//
SO027972	ED415150
SO027976	ED415151
SO027987	ED415152
SO027996	ED415153//
SO027997	ED415154
SO028109	ED415155
SO028114	ED415156
SO028119	ED415157
SO028120	ED415158
SO028121	ED415159
SO028130	ED415160//
SO028179	ED415161//
SO028215	ED415162//
SO028233	ED415163
SO028321	ED415164
SO028322	ED415165
SO028323	ED415166
SO028324	ED415167
SO028325	ED415168
SO028326	ED415169
SO028327	ED415170
SO028328	ED415171
SO028329	ED415172
SO028330	ED415173
SO028787	ED415174
SO028972	ED415175
SO029060	ED415176
SO029061	ED415177
SO029062	ED415178
SO029063	ED415179